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ABSTRACT

"Second Step" is a curriculum designed to reduce impulsive and aggressive behavior in children in grades 6 through 8, increasing their levels of social competence through empathy training, interpersonal cognitive problem solving, behavioral social skill training, and anger management. This guide is part of the "Second Step" series, which includes curricula for preschool/kindergarten and grades 1-3 and 4-5. It is a companion to a personal safety curriculum that teaches children not to be victims, and takes a "second step" in primary prevention by teaching children not to become victimizers. Because it targets skill deficits that put children at risk for violence, substance abuse, suicide, and dropping out of school, Second Step can be adopted as a basic skills curriculum for prevention education. The curriculum contains four units, one each on understanding the problem, training for empathy, creating options, and applying skills with components on similarities and differences among people and accepting differences. Modeling and role playing are key elements, and model role plays are presented in a demonstration video, "Check It Out!" Take-home letters are included to inform parents about class activities. An evaluation instrument, a list of 21 resources for teachers and parents, and 15 transparencies are included. (Contains 52 references.) (SLD)

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ED 365 742

Second Step A Violence–Prevention Curriculum

Grades 6-8

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Video: *Check It Out!*

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Introduction

Second Step is a curriculum which addresses the issue of interpersonal violence among adolescents. It is designed to reduce their impulsive and aggressive behavior and increase their level of social competence through empathy training, interpersonal cognitive problem solving, behavioral social skill training and anger management. This curriculum can be integrated into the health and safety program of grades 6-8 and is a companion curriculum to the *Personal Safety and Decision Making* curriculum. *Second Step* may also be adapted for high school use.

In essence, this curriculum constitutes a "second step" in primary prevention. In personal safety education, students are taught how to avoid becoming victims; *Second Step* teaches students how to avoid becoming *victimizers*.

Scope of the Problem

Newspapers and television daily attest to the fact that violence is a prevalent element in our society, especially among adolescents. The statistics are grim: Although young people between the ages of 13 and 19 comprise only 12% of the population, they account for 22.8% of violent crime in the United States (F.B.I., 1987). The average age of arrest for first offense is decreasing and is now below the age of 13 (Strasberg, 1984). Homicide is the second leading cause of death for all 15- to 24-year-olds and the leading cause of death for Black males in this age group (Centers for Disease Control, 1983). While juvenile males are delinquent more than juvenile females (4:1), females are closing the gap, with aggravated assault being their most frequent crime.

The scope of the problem is broader than what statistics represent. It is estimated that school violence is under-reported by as much as 50%. Teachers feel the problem on many levels as they spend increasing amounts of time attending to students' disruptive and inappropriate behavior in the classroom, off-task behavior on assignments and interpersonal conflicts both in and outside of class. The prevalence of general behavior problems in school children approximates 25% (Cowen, et al., 1975). In a growing number of cases, teachers are threatened with violence by their own students.

Every school has students who are labeled "high risk." These youths are characterized by excessively aggressive and impulsive behavior which is a burden to their teachers and their peers. The core elements in this high-risk pattern are:

- aggressive behavior with peers
- negative and defiant behavior with adults and peers
- a tendency to rush into things without forethought
- high levels of attention-seeking behavior
- low levels of guilt feelings
- self-centered verbal responsiveness to others, exemplified by interrupting others, blurting out their thoughts, and talk which is irrelevant to the ongoing conversation (Quay, 1966; Spivack and Cianci, 1987).

Bullies fall into this high-risk category. They perceive every "bump" or slight as an act of aggression which requires retaliation; they often believe that others are out to get them. It is estimated that 15% of school students are involved in bully-victim problems and 10% of students are regularly harassed or attacked by bullies (Gruen, 1987).

What is in store down the road for these high-risk youths if their impulsive and aggressive behavior remains unchecked? Research shows that the majority are headed for a lifetime of failure, exacting a great toll from society. They underachieve in school or drop out, perform below their potential throughout

their careers, land in prison for adult crimes (a one in four chance by age 30), and become physically and/or sexually abusive husbands and fathers (Gruen, 1987). Thus, the spiral of violence continues.

Victims of aggressive youths also suffer ill effects. They may have low self-confidence, withdraw or even commit suicide. In a few cases, the victim's anger may erupt in explosive retaliatory violence which may even result in murder of the persecutors. By the time they reach high school, approximately 25% of the students in the U.S. fear victimization by their peers (National Association of Secondary School Principals).

Students with minor learning and behavior problems also run a risk. They, too, may not achieve their full potential and may suffer from poor self-esteem. Their increasing lag in the social and academic realms foreshadows adjustment problems in adulthood.

Background

Why do youths fail to display appropriate social behavior? Youths with minor behavior problems, as well as high-risk youths, fail to act pro-socially because they:

- don't know what appropriate behavior is due to a lack of modeling or guidance;
- have the knowledge but lack the practice that comes with adequate reinforcement; and/or
- have emotional responses, such as anger, fear, or anxiety, which inhibit the performance of desirable behavior (Cox and Gunn, 1980).

Youths from dysfunctional homes, as well as homes which lack adult supervision, often fail to learn problem-solving skills which would help them achieve more socially acceptable solutions to everyday problems. Often their parents either fail to model the skills or fail to recognize and reinforce appropriate behavior when it does occur. All too often, it is inappropriate behavior which gets the attention.

High-risk youths can resemble their parents, for violence tends to be an intergenerational problem (Widom, 1989). Aggressive youths may be abused at home or may witness parental abuse of a spouse or their siblings. Very young children who are exposed to maternal battering may close down their empathic response as a means of psychological survival. Long before they reach adolescence, these children have learned that violence is an acceptable way to interact with others, and it may be the only means they have learned to attain a goal.

Besides being violent themselves, parents of aggressive children tend not to nurture or show interest in their offspring. Fathers may be controlling, authoritarian, untrusting and rejecting. These parents usually provide inadequate supervision, and their discipline may be arbitrary, punitive and extreme. The one exception to this pattern is the positive correlation of aggression with maternal child-centeredness. This may be a result of the mother's reinforcement of the child's expressiveness, including the child's negative behavior (Feshbach, 1975).

Violent television programs reinforce the message that violence is acceptable and that it is okay to dominate others. Research shows that children who view these programs act more aggressively with their peers than children who do not (Bandura, 1973; Lefkowitz, et al., 1977), and this influence is still evident into late adolescence (Eron, 1980).

Youths who are victims at home may seek out students at school whom they perceive as vulnerable. These victims may remind them of aspects of themselves of which they are ashamed. Bullies hate being victims and often persecute others for it.

Aggressive youths have often missed a key developmental step or have been delayed in their reasoning process. *Verbal mediation* — talking out loud to guide oneself in problem solving — is critical to the great shift in thinking which occurs between the ages of 5 and 7.

Before this shift, children tend to respond to events superficially and in an associative fashion, often acting on the first idea that pops into their heads. When children begin to substitute logic and reasoning for association, they become able to inhibit or regulate their behavior; that is, they stop and think before they act. (Luria, 1961; White, 1965). If children fail to develop these reasoning skills — the tools of independent thinking — they will feel increasingly handicapped both socially and academically. These skills become critically important as children move into adolescence, when they experience greater freedom and are faced with more situations requiring personal decisions.

Prevention

There has been a proliferation of research over the past 15 years on violent adolescent and adult behavior. The literature is marked by a great deal of controversy and contradiction about causation. Psychological, social, cultural and occasionally biochemical causes are variously cited as the underlying reasons for violence. However, while there are considerable differences of opinion about causation, there is remarkable consistency in the literature about correlation. Aggressive and violent behavior is correlated with social isolation and a lack of empathy, impulse control, decision-making skills, anger management and assertiveness (Feshbach and Feshbach, 1969; Kendall and Braswell. 1985; Novaco, 1978; Spivack and Cianci, 1987).

Lack of self-esteem is also commonly cited (Megagree, 1982). High self-esteem is not, however, a skill but an effect that appears to be the result of deep acceptance by primary caregivers and/or a level of social competence that allows a child to positively affect his or her environment. Developing the skills that are the building blocks of social competence should result in an indirect increase in self-esteem.

The approach of this curriculum is to develop skills in *empathy*, *anger management*, *impulse control* and *problem-solving*. Empathy may be a significant factor in the control of aggressive behavior. Because they tend to understand other points of view, empathic people are less likely to misunderstand and become angry about others' behaviors. Due to the affective nature of empathy, empathic people also tend to inhibit aggressive behavior; observation of pain and distress in others elicits their own distress responses (Feshbach, 1984). The relationship of empathy to aggression in adolescence has empirical support. Aggressive delinquents were found to exhibit less empathy than nonaggressive delinquents (Aleksic, 1976; Ellis, 1982). Also, significant differences in perspective-taking, a major component of empathy, between delinquent versus non-delinquent youth were found (Chandler, 1973).

To date, research on children's ability to acquire and enhance empathy skills has achieved positive results in middle school grades (Beland, 1990) as well as elementary school grades (Beland, 1988, 1989; Feshbach, 1984). Furthermore, empathy training is an increasingly popular treatment for adolescent sexual offenders, as well as adult rapists and other violent criminals (Margolin, 1983).

The fact that empathy is, to some degree, a gender-typed quality also suggests that it is a culturally transmitted, learned ability (Feshbach and Feshbach, 1969; Feshbach and Roe, 1968). Most little girls learn to be empathic, many little boys learn not to be empathic. The Committee for Children approach holds that empathy itself is a "skill set" that includes the abilities to recognize, experience and respect the feelings of others. It is neither pure virtue nor an intrinsically gender-based characteristic.

Like empathy training, anger management is an increasingly popular strategy to use with aggressive and violent adults and can be effectively taught to adolescents as well (Novaco, 1975; Shrader, et al., 1977).

This strategy is comprised of the recognition of anger cues and triggers, the use of positive self-statements and relaxation techniques to prevent the onset of angry feelings, and reflection on the anger-provoking incident.

There is also evidence that adolescents, as well as younger children, can learn impulse control in therapeutic and in classroom environments (Spivack and Levine, 1963; Platt, et al., 1974; Spivack and Shure, 1974; Camp and Bash, 1985; Kendall and Braswell, 1982; Urbain and Kendall, 1980). Two strategies have shown promise when used with groups of impulsive and aggressive youths: *Interpersonal Cognitive Problem Solving* and *Behavioral Social Skills Training* (Michelson, 1987). The former systematically teaches problem-solving strategies applied to social situations. The latter teaches a prescribed set of interpersonal behaviors which have a broad application to a variety of social situations. A study combining these two strategies found this approach was most effective in instilling prosocial behavior in fourth and fifth grade students when compared to the application of individual strategies (Marchione, et al.,1984).

Interpersonal Cognitive Problem Solving and Behavioral Social Skills Training complement anger management training. The problem-solving approach is applied to guide students in resolving interpersonal problems after they have effectively reduced their anger. Behavioral Social Skills Training is combined with anger management to focus on skills to use with specific types of provocations, such as bullying and challenges to fight.

How to Use this Curriculum

Goals

Second Step is a violence-prevention curriculum that is designed to help students learn prosocial skills and reduce impulsive-aggressive behavior. To reach this end, the curriculum is built upon the following goals:

1. To increase students' ability to:

- identify others' feelings,
- take others' perspectives, and
- respond empathically to others.

2. To decrease impulsive and aggressive behavior in students through:

- recognizing anger warning signs and triggers,
- using anger-reduction techniques,
- applying a problem-solving strategy to social conflicts, and
- practicing behavioral social skills to deal with potentially violent situations.

Curriculum Design

This curriculum is best integrated into the school's health and safety program for grades 6-8, and may be paired with its companion program, *Personal Safety and Decision Making*. The combination of these two curricula, one to reduce one's own victimization and one to reduce one's victimization of others, comprise a complete program, although either curriculum can be implemented independently of the other.

While *Second Step* is primarily designed for classroom use, it can be adapted easily by school counselors and therapists for use with individuals or small groups. Many of the techniques were originally conceived and tested in the clinical environment.

The units and lessons should be used in sequence as each builds upon skills presented in the previous lessons. *Second Step* is divided into four units:

I. Understanding the Problem

II. Training for Empathy

III. Creating Options

IV. Applying Skills

The lesson format is designed for ease of use. Each lesson consists of Concepts, Objectives, Preparation, Notes, Key Definitions, a Lesson Script, Role Plays and/or an Activity, Homework and Extensions. Many lessons are accompanied by Overhead Transparencies. All pages are removable from the binder for implementing lessons and photocopying Homework pages and Take–Home Letters (see Copyright page for more information).

With the exception of an overhead projector supplied by your school, the entire curriculum is self-contained. There are suggested extension activities, materials and resources for those teachers who want to expand on the concepts and provide more practice of the curriculum strategies.

Lesson Preparation

Prior to lesson presentation, become familiar with the concepts and objectives listed on the first page of each lesson. Key definitions are provided if you need to clarify the terms for the students. The definitions may be written on the board for easy reference prior to the lesson. The Preparation section lists any equipment, materials or copying needed. The Notes section gives background on the lessons' concepts and teaching hints.

Lesson Script

The lessons are written as a script for clarity and ease of use. Feel free to paraphrase and present the material in your own words. The curriculum relies on your skill in facilitating and summarizing classroom discussion. The discussion questions avoid eliciting a simple yes/no response. Instead, they begin with queries, such as "What might happen if...?" "How do...?" "Why is...?" Answers, indicating *possible responses* (not "correct" or absolute answers), are provided as guidelines.

Refrain from placing value judgments on students' answers, even when the response is of either extreme, either clearly inappropriate or highly appropriate. "That's one idea. What is another?" encourages more participation than "That's a good idea! Does anyone have another one?" The latter response discourages participation by students who fear their suggestions may not be as "good" as other suggestions.

At the beginning of each lesson be sure to review the previous lesson with a few questions and/or a brief presentation of the Overhead Transparencies.

Overhead Transparencies

Overhead Transparencies give additional visual reinforcement of the curriculum strategies and target behaviors. Skill steps are provided for the two curriculum strategies. Refer to "How To Solve Problems" and "What To Do If You Are Angry" during the introduction or reinforcement of the problem-solving and anger management strategies.

When generating skill steps with the class, as in Unit IV, guide the students to come up with their *own* steps for a target behavior, such as "dealing with peer pressure." This not only helps them to "own" the specific behavior, but also to practice an important step in problem solving. For example, the students may decide that an appropriate solution for "dealing with peer pressure" would be to assert oneself. "Assertiveness" is a skill that the students can break down into steps and then practice. Suggested behavioral steps are supplied for guidance of discussion.

You may choose to make large newsprint posters of some of the transparencies to hang in the classroom. This helps to reinforce concepts, strategies and skill steps later on and encourages their use in everyday problems.

In-Class Activities

In-class activities appear in the body or at the end of the Lesson Script. The activities generally involve forming cooperative learning teams to encourage student interaction and individual involvement. The activities are varied in structure and length.

Role Plays

A. Model Role Play / Skill Demonstration Video

After presenting the Lesson Script, many lessons require that the skill be modeled in a role play. This can be accomplished in several ways. In Units II and III, the model role play can be performed by you and a student or a volunteer student pair. *Check It Out! Second Step 6-8 Skill Demonstration Video* provides vignettes in which young people model suggested behavioral steps presented in Unit IV. Research has shown that modeling is an effective means of promoting observational learning of prosocial skills (Toner, Moore, and Ashley, 1978; Grusec, Kuczynski, Rushton and Simutis, 1978; Rogers-Warren and Baer, 1976).

B. Student Role Plays

After the Model Role Play, pass out individual Role Play Cards to student pairs. Provide a ten-minute practice session for students to role-play with each other. While modeling a skill is a powerful teaching technique, research shows that without student practice of the skill, the positive effects of modeling alone are short-lived. Student role play is an effective means for structuring practice of prosocial skills and changing student behavior (Spivack and Shure, 1974; Staub, 1971; Hubbel, 1951; Nichols, 1954).

Different role play scenarios are provided for each lesson. It is not necessary for each student to perform a different role play in front of the class. Two or three role plays can be chosen which the class practices simultaneously in pairs. Students may add props or even arrange furniture to convey a feeling for the situation.

During practice circulate among the students to provide information on how well they are performing the target skill. Feedback can include prompting, coaching, and suggestions for improvement. Try to keep your comments constructive and related to the individual skill steps.

After the practice, choose several pairs of students to perform in front of the class and receive further feedback. Not every student need perform in front of the class for every lesson. But be prepared; every student may want to be on stage. You may want additional role plays performed during the course of the week. Be sure each student has a chance to participate in a role play during group practice or in front of the class, or they probably won't learn the target skill.

After a student pair has performed in front of the class, invite student critique. Phrase your questions to elicit constructive comment; personal criticism will shut down the process. Display the skill steps on the Overhead Transparency, and use it as an evaluation guide.

Reinforcement

In addition to learning what to do and how to do it through modeling and role-playing, students need to receive positive reinforcement for performing the skill, as well as reasons for behaving in these new ways. Many youths who display poor social skills can verbalize appropriate behavior for social situations, but they often fail to translate this knowledge into action primarily because they have not received reinforcement for it in the past.

For most students, verbal praise and recognition is sufficient reinforcement. When implementing with smaller groups of high risk youths, material rewards or privileges may also be used. Do not limit reinforcement to the lesson session; give feedback whenever students use the skills in everyday situations.

Closure

Take a few minutes at the end of each lesson to review the lesson. This is best done in your own words. Questions are provided as comprehension checks.

Transfer of Training

The long-term effectiveness of the skills presented in this curriculum is compromised unless the skills are applied to real situations. You can facilitate this transfer of training by using chances in everyday student interactions to apply the target behaviors. Suggestions are supplied under Notes and in the Unit Descriptions in this Teacher's Guide.

Homework

To encourage use of the skills outside of class, give Homework after each lesson and encourage students to keep a journal. Keep the parents informed about the curriculum by sending Take–Home Letters for each unit. You may also want to discuss the program at a parents' night and during parent-student conferences.

Extensions

Extensions for each lesson are provided. These activities are helpful to teachers who desire a more comprehensive program. A Resource List of supplemental materials is also contained in this Teacher's Guide.

Evaluation

An evaluation instrument is included at the end of this Teacher's Guide. A key for items 1–13 is provided below. Items 14–18 have a number of possible answers; you will have to be the judge.

Key: 1–c; 2–e; 3–c; 4–e; 5–a; 6–b; 7–e; 8–d; 9–a; 10–b; 11–a; 12–d; 13–e.

Time Frame

Second Step, Grades 6-8 can be used in its entirety at any middle school or junior high school grade level and can be adapted for high school use. Implementation of the curriculum (15 lessons) takes from 3 weeks (if used on a daily basis) to 4-5 weeks (if additional time is given to extension activities and student role plays performed in front of the class).

Each lesson is designed to be taught within a 50-minute class period. Approximate times for each section of the lesson are listed in each lesson. The Lesson Script section of each lesson takes approximately 25-30 minutes. In-Class Activities take 15-20 minutes. The model role play, student practice session and student performance take approximately 20-25 minutes. More students may want to perform role plays in front of the class than there is time for in one class period. Additional student role plays from the lesson can be performed the next day or later in the week as time allows; these role plays can effectively be used as reviews. Closure and assignment of Homework takes five minutes or less.

Getting Started

Staff Development

If *Second Step* is adopted on a district- or school-wide basis, staff development is the first step in implementation. Training should be facilitated by Committee for Children trainers or a teacher or school administrator who has been trained in the presentation and use of *Second Step* by Committee for Children.

A one-day training will serve to provide background information, program goals, and demonstration and practice of the teaching strategies. After the training, read the Teacher's Guide and familiarize yourself with the curriculum content before using the curriculum in your classroom. After you have "gotten your feet wet" by teaching a few lessons, call or meet with other teachers in your school or district who are implementing *Second Step*. Peer support sessions help answer many questions and concerns for first-time users. You may want to observe other teachers implementing the curriculum and give feedback.

Teacher Preparation

Prepare for teaching individual lessons by familiarizing yourself with the lesson Concepts and Objectives, by reading the Notes section for background information and suggestions, and by reading the Lesson Script. The Preparation section identifies what is needed for each lesson. All lessons require use of an overhead projector or, if you prefer, a chalkboard or poster paper. Allot some time for reproducing In-Class and Homework sheets.

Classroom Set-Up

If you are working with small groups (5-15 students), it is best to present the lessons in some kind of circle or horseshoe arrangement. This set-up allows students to clearly see each other and the teacher, encouraging involvement and inviting discussion. This arrangement also naturally provides a stage for role plays in the center of the circle or at the opening of the horseshoe. The physical set-up of the classroom will affect the involvement and interaction of students during the lessons and have a direct bearing on the quality of their learning experience.

If the curriculum is presented to more than 15 students, traditional desk arrangements or groupings of desks are suggested. Be sure students can clearly see each other and that they have writing surfaces.

Group Facilitation

Establish clear guidelines for conduct at the onset of the program. Encourage the students to participate in making the rules and attempt to phrase the rules in a positive way which clearly defines the expected behaviors. For example, instead of saying, "Don't talk out of turn," say, "Raise your hand and wait until you are called upon to speak." Setting the tone of the program at this stage is important in effectively implementing *Second Step*.

When student behavior disrupts a lesson, refer the student to the rules of conduct. If the student is restless, prescribe a behavior which checks the restless activity, such as sitting in a more comfortable position. If a student is extremely disruptive, direct her or him to sit nearby but apart from the group, so that s/he can still benefit from the lesson.

If students become silly and stray from the lesson, re-direct them to the task at hand by referring to the skill steps or question being discussed. Say, "That's one way of looking at it," or "That's one idea; what is another?" or "What is another way that could be done using the skill steps?" Then move quickly to focus on other students' suggestions.

Encourage participation with varied facilitation techniques. When asking questions, pay attention to the "wait time." By waiting five to seven seconds, you can help to double student participation because most of the students have been given adequate time to reflect. Rephrasing a question is another way to encourage involvement. Say, "Think of two solutions to this problem and raise your hand when you have done so." Wait until all hands are raised before calling on a student. If you receive no answers, make a point using the suggested answers as a guideline and move on to the next question.

Chances are you will be faced with the opposite problem: many students will want to participate actively in the discussion. To accommodate their needs but also keep the lesson on schedule, try asking students to turn to neighbors and each share their answers to a question, followed by voluntary sharing with the group. You may also want to limit the number of students called upon per question, but make an effort to call on different students for each question. By practicing these and similar techniques, discussions can be kept lively and flowing, and participation becomes the norm.

Unit Descriptions

Unit I - Understanding the Problem

Unit I introduces interpersonal violence as a societal problem which is a topic of concern to middle school students. While many students have not had direct involvement with a violent confrontation, most students have had experiences with potentially violent conflicts or have known a friend or acquaintance who has been directly involved.

The statistics and rankings presented will help students form a mental image of the size and scope of the problem. That interpersonal violence is the leading cause of death for Black males ages 15-24 is a very sobering fact to many inner-city youths. If students have not been introduced to percentages through math class, you may need to illustrate visually the percentages as pieces within the shape of a pie.

Discussion of the factors which contribute to violence sets the stage for the prevention strategies presented in the following units. Students too often point to the event which immediately triggered the violence, missing the fact that it is usually a far more complex issue than what is on the surface. This is designed to give students a *general* sense of the varied factors which contribute to violence. A greater understanding of causation encourages students to be reflective about their own behavior during the course of the *Second Step* program and beyond.

Unit II - Training for Empathy

Empathy is a key ingredient in developing prosocial behaviors and interpersonal problem-solving skills. Without the ability to perceive, predict and identify with another's feelings, people may learn a problem-solving model but make decisions which only benefit themselves. Therefore, any program promoting prosocial skills should first address skills to acquire and enhance empathy.

Empathy can be defined as "identification with or vicarious experiencing of the feelings or thoughts of another person" (Random House Dictionary, 1980). Individuals with strong empathy skills frequently and appropriately respond to the needs and feelings of others.

Identification of another's feelings or thoughts is a cognitive process. Experiencing the feelings of another person is an affective process. A major developmental model describes both the cognitive and affective components of empathy (Feshbach, 1975):

1. *The ability to determine the emotional state of another person.* In order to empathize with a feeling such as "sadness," a person must be able to identify emotional cues that differentiate "sadness" from other emotions.
2. *The ability to assume the perspective and role of another person.* In order to empathize with another person, a person must be able to perceive the situation from the other person's point of view.
3. *The ability to respond emotionally to another.* A person must be able to experience the emotions of another in order to respond empathically.

Developmental Levels

The ability to empathize is developed in a series of progressive social stages (Selman, 1980; Shantz, 1975, 1984). As with all developmental processes, there is a wide variation among healthy children of the same chronological ages. In addition, various cultures differently emphasize the relative importance of self versus others, leading to probable culturewide differences in "normal " developmental states of empathy. Nevertheless, the following generalizations can be made:

- In industrialized, democratic countries, the "average" three- to six-year-olds are basically egocentric in thoughts and actions and may be unable to distinguish between their social perspectives and those of others. However, they are developing a discriminating ability to recognize others' overt expressions of feelings. ("Daddy is sad, so I'll give him a hug.")
- Six- to eight-year-olds who are developmentally at age level begin to realize that others may have thoughts and perspectives different from their own, although they continue to focus on their own point of view. ("If I take my sister's book she'll be mad, but I want to look at it, so I'll take it.") Children also begin to distinguish between accidental and intended action.
- Eight- to ten-year-olds more fully appreciate situations from another's perspective and become more alert to others' inner experiences. They are more interested in negotiation strategies which meet the needs of those involved. ("If you lend me your book, I'll help you work on math.")
- Ten-year-olds through adolescence become more self-reflective by recognizing that no person's perspective is absolutely right. They gain the ability to view their own behavior and motivation from outside themselves. ("Maybe we're both right.")

Most adolescents will move between the latter two developmental stages, depending on the situation and the degree of emotion involved. However, many are struggling at one of the lower stages of development during a time when they are faced with many situations which require higher level strategies, such as in negotiating with parents over new roles and rules. The gap between the skills they need and what they are presently capable of doing may push them to withdraw or act out (Brion-Meisels and Selman, 1984).

This developmental schedule can be disrupted by a number of factors, most notably the lack of a nurturing, responsive primary care giver. Extremely distressful or unhappy emotional experiences, such as those encountered in cases of abuse and neglect, may lead children to develop defense mechanisms which lower their ability to empathize. Thus, the stage is set for these children eventually to become abusive themselves. Children who come from mildly dysfunctional homes, however, may possess a high ability to empathize because they have experienced a wide range of emotions which they can also recognize and identify with in others.

In addition, sex role socialization strongly favors the development of empathy in girls much more than in boys. As a general rule, young females may be oversocialized not only to understand but also to take responsibility for the feelings of others. On the other hand, specific aspects of cultural training for boys teach them to close off awareness of their own felt experience and that of others. Male sex role socialization, in concert with a lack of empathic caretaking and early experiences of personal victimization or forced exposure to the victimization of other family members, virtually guarantees that empathic awareness and response will fail to develop.

Aggressive adolescents' empathic ability is impaired by a number of misconceived notions about others. The smallest slight is often perceived as an act of hostility; they feel that just about everyone is out to get them. Social situations are approached from an egocentric level; that is, "How can I get them before they get me?" or "What can I get out of this?" These youths often perceive their peers as being more aggressive than themselves. They appear to have little ability to take another's perspective.

Teaching Strategies

While most research on empathy has concentrated on identifying the developmental levels and the specific components of the empathic response, other studies show that empathy is a learned behavior and suggest strategies for acquiring or enhancing it (Hoffman,1982; Feshbach, 1984; Selman, 1980). Originally designed as intervention measures for aggressive children, these learning strategies become preventative when they are applied before antisocial behavior becomes habitual.

Cognitive strategies which guide students in recognizing feelings from a variety of physical and situational cues form the starting point. For instance, in order to identify the feelings of a student in a role play who is looking confused over a friend's request, the class will be directed to notice not only the expression on the student's face but also the circumstances surrounding him. Students are also taught to recognize that feelings may change over time or may exist in conflict within one person.

Next, students are encouraged to assume the perspective and role of another person. "Point of view" is substituted for the term "perspective" to make the concept more recognizable to the students. Role plays have been the most widely promoted technique used to increase empathy in research studies. They are introduced in this unit and utilized throughout the curriculum. Role plays with a high transfer potential to real life situations were selected.

The third component of empathy—the ability to respond emotionally to another—cannot be directly taught. Rather, it is a product of the first two elements. Responding emotionally can be encouraged through using enhancers (relating to similar experiences, finding similarities in the other person) and avoiding diminishers (labeling, stereotyping and forming prejudices).

The ability to respond emotionally to another is also enhanced through the acquisition of communication skills. "I" messages help make others aware of one's emotional state and perspective. Active listening, which includes saying back what the other person has said, aids students in relating to another's inner experiences.

Transfer of Training

Many natural opportunities to practice strategies to enhance empathy arise both within and outside of a classroom. During the course of instruction or when aiding conflict resolution, encourage students to take the other's perspective by asking, "How do you think John feels when. . ." and "How can you tell he feels that way?" As students become comfortable with role-play situations, you may want to ask them to act out real life situations in opposite roles.

Second Step, Grades 6-8 is usually implemented as part of a health and safety program. Other health and safety issues, such as drug and alcohol abuse prevention, utilize the core skills presented in this and subsequent units. Make connections by relating back to this program and reinforcing the use of the vocabulary presented in this unit.

If this program has been integrated into a core subject such as social studies, many parallels will be apparent. In social studies, make role play a consistent strategy in your classoom by using it to help students understand what it is like to live in or visit another country. Explore how the students' perceptions form their world views.

As you, the teacher, become familiar and comfortable with the concepts, goals and objectives of this curriculum, recognizing and seizing appropriate opportunities for skill transfer will become apparent.

Unit III - Creating Options

This unit combines three successful teaching strategies for reducing impulsive and aggressive behavior in adolescents: Anger Management, Interpersonal Cognitive Problem Solving (ICPS) and Behavioral Social Skills Training (BSST). ICPS supplies one set of problem-solving skill steps to apply to any interpersonal conflict. Anger Management and BSST provide individual sets of specific behaviors, such as "making an apology." ICPS prescribes a cognitive process, while Anger Management and BSST supply a list of specific overt behaviors.

Teaching Strategies

A. Anger Management

Lessons 1 and 2 aim to teach adolescents anger reduction techniques and skills for channeling their feelings into socially acceptable directions. The affective components of physical relaxation and mental imagery are combined with the cognitive strategies of self-instruction and problem solving.

This approach was originated by Novaco (1975) for use with angry adolescents. Since its inception as a therapeutic tool, it has worked well not only with aggressive delinquents but also with juvenile sex offenders.

Anger management uses *self-talk* to guide one's behavior. Novaco noted that "anger is fomented, maintained, and influenced by the self-statements that are made in provocation situations" (Novaco, 1975), and that angry feelings are often accompanied by "a combination of psychological arousal and cognitive labeling of that arousal as anger" (Novaco, 1979). For example, someone may confront a problem, become physically aroused (hot, tense, accelerated heartbeat) and then label her/his feelings, "That makes me so mad!" This serves to further arouse her/him.

Anger management seeks to break or reverse this cycle of anger escalation by substituting positive coping statements and psychological techniques to reduce the physical arousal pattern. This strategy, as refined by Feindler (1984), follows:

1. Students recognize *triggers*, external events and internal appraisals that serve to arouse angry feelings.
2. Students watch for *anger cues*, physiological sensations that signal to the individual her/his level of anger.
3. Students make *self-instructional statements (self-talk)* that may reduce anger arousal, such as "Cool down" or "I can handle this."
4. Students use *reducers* to calm down, such as deep breathing, counting backward, peaceful imagery and consideration of consequences.
5. Students *reflect* on how they performed in a provocation situation and either self-reward or self-correct.

Anger management is naturally paired with the problem-solving approach; after reducing anger, one needs to deal effectively with the situation that provoked the anger in the first place. Anger management can be seen as a prelude to making peace with others.

B. Interpersonal Cognitive Problem Solving

After the ability to empathize, the most important ingredient to achieving consistent prosocial behavior in adolescents is the knowledge and use of a problem-solving strategy. Students can learn to apply a method for solving an interpersonal problem, such as dealing with gossip, just as they use certain steps to solve a math problem or conduct a science experiment.

The problem-solving strategy proposed in this curriculum was first introduced by Spivack and Shure (1974) and refined and enhanced by others (Kendall and Braswell, 1985; Camp and Bash, 1981; Meichenbaum, 1977). In essence, a problem-solving process originally designed for impersonal, intellectual tasks was adapted for use in interpersonal situations.

This teaching strategy has proven successful as a preventative measure for adjusted youths, as well as a prescriptive measure for aggressive youths (Krupa, 1982; Shure and Spivack, 1983).

The problem-solving approach has five components:

Step 1: Identify the problem (using physical and situational cues).

Step 2: Brainstorm solutions.

Step 3: Evaluate the solutions on the basis of safety, effect on those involved, fairness and workability.

Step 4: Choose a solution and use it.

Step 5: Evaluate whether the solution is working and change to an alternative solution if necessary.

To facilitate the use of this strategy, many of the lessons in Units III and IV present a series of hypothetical situations in which students must use problem-solving skills.

The first step—identifying the problem—while not the most critical, is often difficult for students inexperienced in recognizing the perspectives of others. Guide the students to incorporate the points-of-view of those involved.

The second step—brainstorming solutions—is the most critical skill to attain. Research shows that the ability to generate varied solutions to a problem is the deciding factor in whether students experience success in solving interpersonal problems. The quantity of solutions is as important as the type or quality of solutions generated (Fischler & Kendall, 1988; Kendall and Fischler, 1984).

In order not to inhibit student responses, refrain from placing value judgments on suggested solutions. "That's one idea. Who has another idea?" encourages more participation than "That's a good idea! Does anyone else have one?" The latter response discourages students who fear their suggestion may not be as "good" as other suggestions from participating in the brainstorming session.

Next in importance is to evaluate each solution. Students often want to rush past this step; direct them to slow down and consider the consequences of solutions. Unit II provides the requisite skills and concepts for consequential thinking on which this unit builds. Gaining the ability to realistically evaluate solutions also helps students change to an alternative plan if a chosen solution is not working.

After students evaluate the alternatives and choose and apply a solution, direct them to evaluate whether the solution is working. Students may at first feel a sense of failure if the solution they chose does not work. Encourage them not to look at it as a win-lose situation. Most successful people, including athletes, did not succeed on their first try. When a solution doesn't work, it is important to be flexible and pursue another avenue. This ability to change directions when necessary is another attribute of the successful problem solver.

C. Behavioral Social Skills Training

In order to carry out a chosen solution, it is important to know how to perform the solution. Behavioral Social Skills Training calls for identifying the individual *target behavior*, such as "making an apology," modeling the behavior in a role play and guiding the students in role playing. Performance feedback and reinforcement are provided by the teacher and the students after each role play.

Although skill steps are provided for the target behaviors presented in the next unit as a guide for the teacher, encourage the students to generate their own skill steps. This is an integral part of the problem-solving strategy, and it also encourages greater ownership of the target behavior.

D. Self-Instruction

An important technique to use with all three strategies is self-instruction or verbal mediation. Students use self-talk to reduce anger and to guide themselves through the problem-solving sequence out loud. Studies with normal and impulsive children have found that verbal self-instruction and labeling increases and maintains recall, cognitive performance, discrimination learning, and ability to control motor behavior (Camp and Bash, 1977, 1985; Kendall, 1977).

Normal children proceed through a developmental process for verbal mediation. At ages two to three they may label items or describe their activities out loud to themselves. Three- or four-year-old children can usually follow complicated directions given by an adult and begin to regulate their own behavior through verbal self-instructions. By ages five to seven a great shift in thinking occurs, in which they begin to process information cognitively rather than react to events in a superficial or associative manner. After this shift, children begin to inhibit impulsive reactions through the inner thought processes of logic and reason. The problem-solving mode switches from overt (external) to covert (internal) speech (See Introduction, Background).

Exceptionally aggressive and impulsive youths have not progressed through these developmental stages. To remedy this situation, they can acquire these skills by purposely verbalizing the process out loud. This process may sound as follows: "Let's see, I have a problem. I want to play with a game, but my friend won't give it to me. What are some things I could do about it? I could take the game away from him; I could ask him for it; I could offer to trade for it; I could cry; I could get help from a grownup; we could share it. What might happen if I...?" (evaluate solutions for possible consequences). In this case there are several acceptable solutions, so the student decides, "I think I'll offer to trade one of my books for his game. I'll see if it works." In the clinical environment and after repeated practice, students are encouraged to go through the steps silently in their minds or by whispering to themselves. In this curriculum, students are required to think out loud, not only to aid in the development of their reasoning skills, but also to indicate whether they are learning the strategies.

E. Transfer of Training

There are plenty of opportunities for students to use the anger management steps during the course of the day. Encourage students to continue to make entries in their journals, noting situations which triggered their anger and reflecting on how they dealt with them.

You will have many opportunities to model self-talk and encourage its use with students. Any time emotions flare or students need to prepare for stressful situations, such as taking a test or playing in an important ball game, brainstorm examples of self-talk which could apply to the situation.

Students often enjoy using peaceful imagery regularly in the classroom. It is a good tone setter at the beginning of a class period, especially when outside events have raised students' energy or stress levels. Ask students to take turns preparing and reading some imagery to the class each day. Evaluate the effects of the technique after several weeks.

Research suggests that academic skills will be strengthened when the concepts and skills involved in problem solving are reinforced in the social realm (Shure and Spivack, 1983). It is interesting to note, however, that the concepts and skills are not naturally generalized from academic to social situations as they are from social to academic situations (Meichenbaum, 1977; Goodman 1971; Douglas, Parry, Marton, and Garson, 1976).

Problem-solving skills are easily applied to any academic subject and to social conflicts as they arise during the course of a day. Post the problem-solving steps in the classroom and refer to them when mediating social conflicts or helping students solve academic problems. Middle school students may use the steps with little or no assistance from the teacher and may act as mediators in their peers' disputes.

You may consistently model problem-solving skills by thinking through classroom problems out loud to the class. For instance, an unexpected opportunity may arise in which you know your class would like to partake, but you must also be sure they complete the required course material. By thinking through the problem out loud and allowing students to offer possible solutions, you will help reinforce the concepts and strategies presented in this unit. Be careful, however, to ask for student participation only in decisions in which you are prepared to allow them a voice.

Some adjustment on the teacher's part may need to be made if one places great importance on students working quietly. Problem solving involves thinking out loud and discussion among the students. You can plan structured time to fully utilize the strategies. With practice, this technique can become a natural element of the classroom climate.

Unit IV - Applying Skills

Unit IV applies the skills introduced in Units II and III to specific types of problem situations which put young people at risk:

- Making a Complaint
- Dealing with Peer Pressure
- Resisting Gang Pressure
- Dealing with Bullying
- Diffusing a Fight

In each lesson, a problem is presented in a vignette to which the students are asked to apply the problem-solving strategy. Since the situations often involve anger and other forms of stress, the use of anger management techniques is reviewed. Finally, the students are asked to operationalize their solution to each problem by generating and performing skill steps.

Video

Modeling and role playing is a key element in this unit. A model role play is presented for each lesson in *Check It Out! Second Step Grades 6-8 Skill Demonstration Video.* Before class cue the video to the vignette which corresponds to the day's lesson. Each vignette plays for approximately five minutes. The vignettes may generate spin-off discussions. Try to reserve these discussions for the next day because student practice and performance should closely follow presentation of the model role play.

You may want a model role play also performed in class by you and a student or a student pair, especially if the skill steps generated by the class differ from those performed in the video. It is acceptable and expected that individuals will generate somewhat different skill steps, especially for lessons such as "diffusing a fight." Students are more likely to own the behavior if they have had a hand in designing it.

The only lesson which does not ask the students to generate their own skill steps is Lesson 3, Resisting Gang Pressure. Due to the serious nature of this problem, skill steps are provided which have been endorsed by law enforcement professionals and gang prevention experts.

Unit IV will generate much involvement and excitement. You may need to plan extra time for role play performances. Videotaping role plays and playing them back for the purpose of critiquing is also useful.

Transfer of Training

The lessons were chosen because they represent common problem situations for students in this age group. Take time for students to relate and reflect upon their own experiences. There will be plenty of opportunities to apply the skills practiced in this unit; be sure to follow up on student experiences even after the presentation of the *Second Step* program has been completed.

Lesson Descriptions

Second Step, Grades 6-8

Unit I - Understanding the Problem

Unit I provides information on interpersonal violence. Prevention skills are *not* introduced in this unit.

Lesson 1: Interpersonal Violence

Brainstorms types of violence in society. Identifies focus on interpersonal violence with friends or acquaintances. Presents characteristics and statistics of violence among adolescents, including homicide. Explores factors related to violence.

Unit II - Training for Empathy

Unit II focuses on the components of empathy and trains in perspective taking through role plays.

Lesson 1: Identifying Feelings

Defines empathy and its importance to violence prevention. Introduces *identifying others' feelings through physical, verbal and situational cues* as one of three components of empathy. Recognizes the dynamic nature of emotions, including conflicting feelings and changing emotions due to maturation, circumstances or new information. Provides practice in predicting as well as identifying feelings.

Lesson 2: Taking Perspective

Identifies *understanding another person's point of view* as the second component of empathy. Explores how experiences, feelings, values, needs and motivations help determine a person's point of view. Relates the importance of understanding others' points of view in solving interpersonal problems. Provides practice for taking the perspective of others through role-playing.

Lesson 3: Reducing Labeling and Stereotyping

Identifies *responding emotionally to another person* as the third component of empathy. Suggests ways to enhance empathy and explores behaviors which diminish our ability to empathize, such as labeling and stereotyping. Stresses the need to treat others as individuals.

Lesson 4: Communicating and Listening

Provides skill training in two communication skills which help encourage emotional responsiveness and build empathy: (1) stating one's feelings using "I" statements and (2) active listening, focusing on body language, eye contact, verbal tone and feedback.

Unit III - Creating Options

Unit III introduces anger management techniques and the problem-solving strategy. Contrasts with the use of impulsive and aggressive solutions to problem situations.

Lesson 1: Anatomy of Anger

Explores effects of anger on body and identifies anger cues. Provides skill training in recognizing external and internal anger triggers.

Lesson 2: Reducing Anger

Identifies "fight or flight" as common impulsive reactions to anger. Introduces an alternative, four-point plan for dealing with anger: (1) recognizing anger cues; (2) using reducers, self-talk and relaxation; (3) solving the problem; and (4) reflecting on the anger-provoking incident at a later time. Provides practice.

Lesson 3: Identifying the Problem

Focuses on how to identify a problem by identifying the perceptions, feelings and needs of those involved. Provides practice in developing a problem definition.

Lesson 4: Choosing a Solution

Provides skill training in brainstorming solutions, evaluating alternative solutions and choosing a solution.

Lesson 5: Applying a Solution

Provides guidance in applying a solution and generating skill steps for carrying out a solution. Discusses what to do if a chosen solution is not working.

Unit IV - Applying Skills

Unit IV applies the skills presented in Unit III to specific problem situations which put students at risk. The *Check It Out! Second Step 6-8 Skill Demonstration Video* models the skills; afterwards students role-play and receive performance feedback.

Lesson 1: Making a Complaint

Trains in making a complaint in an assertive, non-aggressive manner. Contrasts with less effective ways of dealing with dissatisfactions, such as gossiping and fighting.

Lesson 2: Dealing with Peer Pressure

Defines and provides examples of peer pressure. Guides students in creating steps to effectively resist peer pressure.

Lesson 3: Resisting Gang Pressure

Explores the dynamics of gangs and methods of recruitment. Focuses on evaluating risks associated with gang involvement and on alternative ways to meet one's needs. Supplies specific steps for resisting gang pressure, endorsed by law enforcement and gang prevention specialists.

Lesson 4: Dealing with Bullying

Explores the effects of bullying on the victimizers as well as the victims. Trains in alternative ways to deal with bullying.

Lesson 5: Diffusing a Fight

Stresses use of anger management techniques before a situation arises and during a confrontation. Provides practice in alternative ways for diffusing a fight.

Handling Disclosure and Reporting

Second Step encourages students to talk about their feelings. It also models standards of behavior, such as how to deal with angry feelings. As a result of exposure to the curriculum, students may disclose abuse (emotional, physical or sexual) or neglect. You should be prepared to deal with the situation should this occur in your classroom. The following are some suggestions for responding to disclosure:

- If a student discloses during a lesson, acknowledge the disclosure by saying, "I'm glad you told me; I'd like to talk with you about it after class."
- Afterwards, find a private place and talk individually with the student.
- Do not panic or express shock.
- Express your belief that the student is telling you the truth.
- Reassure the student that it is good to tell.
- Reassure the student that it is not her/his fault, that s/he is not bad.
- Determine her/his immediate need for safety.
- Let the student know that you will do your best to protect and support her/him.
- Let the student know what steps you will take.
- Report to the proper authorities.

If you are unsure whether a student's disclosure constitutes abuse or neglect, or if you feel uncertain about how to deal with the situation, refer to your school district's guidelines and seek advice from your principal and/or local child protective service. *Personal Safety and Decision Making* (Committee for Children, 1987), also contains guidelines for identifying abused and neglected children.

If you have "reasonable cause to believe" a student is being abused or neglected, it is your legal responsibility to report your suspicions to your local child protective service or the police. This will set in motion the process of investigation and of getting help for the youth. Remember, your role is to report suspicions, *not* to investigate the situation.

Child abuse laws vary from state to state, and individual schools may have their own reporting rules. Some schools require that the head teacher or principal be informed; s/he will then make the official report. Other policies require that the principal be informed before the teacher makes the report. It is important to note that failure to report by higher administrators does *not* release teachers who suspect abuse from their legal obligations. Understanding your school policy and the child abuse and reporting laws in your state are the best assurances that you are acting appropriately in any given situation.

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Take-Home Letter

Introduction to *Second Step*

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

We will soon begin ***Second Step***, a program on violence prevention and social skills for middle school students. The goal is to reduce:

1) **impulsive behavior** (acting suddenly, without thinking what the outcome might be)

and

2) **aggressive behavior** (pushy, self-centered, often angry behavior).

Students who learn and use the skills presented in this program are more likely to do better in school and get along with other people. We want you to know about ***Second Step*** so that you can continue classroom work at home. This program is divided into five units:

Unit I **"Understanding the Problem,"** explores the problem of violence among adolescents.

Unit II **"Training for Empathy,"** helps students recognize, predict and identify with other people's feelings.

Unit III **"Creating Options,"** guides students in the use of anger management skills and problem-solving steps to use in situations involving people.

Unit IV **"Applying Skills,"** provides practice in social skills to reduce or avoid conflicts, such as "making a complaint," "dealing with peer pressure," and "diffusing a fight."

You will be receiving other Take-Home Letters to let you know more about what is being taught. We hope that you will help your child use these strategies at home. Thank you for your support.

Sincerely,

Take-Home Letter

Second Step, Unit II

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Empathy Training"** unit of ***Second Step,*** a Violence-Prevention Curriculum, students have been learning to understand their effect on others by recognizing, predicting and identifying with other people's feelings. These skills are necessary to becoming successful problem solvers.

Some very impulsive and aggressive children have not developed these skills. They tend to think only of their own feelings and are unable to recognize and understand others' feelings; they think every "bump" means someone is out to get them. Furthermore, many young people have only partially developed these skills. Failure to master these skills may lead to poor self-images and unproductive lives.

Practicing empathy skills is important to all students. These skills can be practiced at home as well as at school. **Encourage your child to:**

- **identify others' feelings** through facial expressions and body cues. ("Your eyebrows are slanted down and you're clenching your teeth and fists. You must be angry.)
- **recognize that people may react differently** to different situations. ("You like this TV program, but it scares your brother. What should we do about it?")
- **predict feelings.** ("How do you think your friend will feel if you don't return her telephone call?")
- **recognize different points of view.** ("We both have our own ways of looking at the problem. How do you think I see it?")
- **communicate feelings.** ("*I feel* let down *when* you don't do your chores.")
- **listen to others.** ("I can tell you are listening because you are looking at me and not fooling around.")

Your child has been asked to share her/his homework with you so that you may more fully understand the program and help her/him to use the strategies at home. Thank you for your time and support.

Sincerely,

Take-Home Letter

Second Step, Unit III

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Creating Options"** unit of ***Second Step***, A Violence-Prevention Curriculum, students have been learning how to reduce anger, control impulses and solve problems by following steps:

What to Do When Feeling Angry

1. **Recognize angry feelings:**

   How does my body feel? (Bodily feelings which tell you you're angry: shortness of breath, headache, knot in stomach, feel hot or cold, feel tense, faster heartbeat.)

2. **Calm down:**

   - Take three deep breaths.
   - Count backwards slowly from five.
   - Think nice thoughts.
   - Talk to myself (such as "Cool down," or "I can handle this").

3. **Think out loud to solve the problem.**

4. **Think about it later:**

   - What made me angry?
   - What did I do?
   - What worked?
   - What didn't work?
   - Did I do a good job?
   - What would I do differently?

How to Solve Problems

1. **Identify the problem.** (What is the problem?)
2. **Brainstorm solutions.** (What are some solutions?)
3. **Evaluate each solution** by asking:

   - Is it safe?
   - How will it make people feel?
   - Is it fair?
   - Will it work?

4. **Choose a solution and use it.**
5. **Ask: Is it working?** (Change to another solution if necessary.)

In order for the students to learn and use these skills and the problem-solving method, they need to practice the skills in different settings (in class, at home, at friends' homes, etc). To help your child gain the skills, please continue to talk with your child about her/his homework assignments and to use the skills at home.

Sincerely,

Take-Home Letter

Second Step, Unit IV

From the classroom of _____ at _____

Dear Parent(s), Guardian(s),

In the **"Applying Skills"** unit of ***Second Step***, A Violence-Prevention Curriculum, students have been practicing using anger management and problem-solving skills. They have been applying these skills to specific problem situations, such as:

- **Making a Complaint**
- **Dealing with Peer Pressure**
- **Resisting Gang Pressure**
- **Dealing with Bullying**
- **Diffusing a Fight**

Ask your child about these specific skills and encourage their use in situations which may arise outside of the classroom. Thank you for your continued support.

Sincerely,

P.S. If you have a moment, please fill out this form and send it back to class to let us know what you thought of the *Second Step* program. Thank you.

My son/daughter spoke about the program at home. Yes___ No___

My son/daughter used the skills from the program at home. Yes___ No ___

I think the *Second Step* Program is: Excellent____ Good____ OK____
Not Very Good ___ No Opinion___

Comments:

Evaluation Instrument

Second Step 6-8

Name_____ **Pre**____ **Post**____

Date_____ **Grade**_____ **Teacher**_____

Directions: Circle *one* answer to each of the following or fill in the blanks.

1. Which of the following are examples of interpersonal violence?

a. Someone dies from starvation.

b. Someone accidentally shoots him or herself.

c. Someone's nose is broken in a fist fight.

d. Someone dies in a war.

e. All of the above.

2. Empathy is...

a. feeling sorry for someone.

b. understanding someone else's point of view.

c. feeling what someone else is feeling.

d. identifying how someone else is feeling.

e. b-c-d.

3. What is the best way to tell a friend you are angry at her or him for not returning your tape?

a. "I'm angry at you for not returning my tape."

b. "You make me angry when you don't return my things."

c. "I feel angry when you don't return my things."

d. "I feel like never lending you any of my tapes again."

e. None of the above.

4. Which of the following may cause someone to be violent?

a. being really angry

b. not getting their needs met

c. not knowing how to solve problems

d. being hurt (abused) by others

e. all of the above

5. A point of view is...

a. what someone thinks and feels about a situation.

b. when the problem got started.

c. how well someone sees things from a distance.

d. understanding how the other person feels.

e. none of the above.

6. Acting on impulse means...

a. doing what you are told to do.

b. doing the first thing that pops into your head.

c. doing what you think is best.

d. doing the wrong thing.

e. doing the right thing.

7. When you identify a problem you state...

a. what happened.

b. how each person feels.

c. what each person needs.

d. what some solutions are.

e. a-b-c

8. After you identify a problem the next step is to...

a. evaluate some solutions.

b. decide on a solution.

c. decide if a solution is working.

d. brainstorm solutions.

e. do the right thing.

9. Which of the following is a question you should ask yourself about a possible solution to a problem?

a. Is the solution safe?

b. Is the solution fun?

c. Is the solution easy?

d. Is the solution in my favor?

e. None of the above.

10. Which of the following are cues which let you know you are angry?

a. a red flag

b. body tension

c. blurred vision

d. slow heartbeat

e. b-c-d

11. Which of the following triggers anger?

a. saying to yourself, "That really makes me mad!"

b. breathing slowly

c. counting backwards

d. going to a quiet place

e. b-c-d

12. "Fight or flight" means...

a. working a problem out.

b. solving a problem by running away.

c. choosing a solution.

d. fighting/arguing or leaving the situation.

e. fighting with a gang.

13. Which of the following is a good way to calm down?

a. pretend that you aren't mad

b. scream

c. eat

d. cry

e. talk to yourself

14. Name 3 ways you can tell when someone is feeling sad.

a. _____

b. _____

c. _____

15. If you were being followed home by an older kid calling you names, what are 3 things you would do?

a. _____

b. _____

c. _____

16. If a friend tried to get you to do something illegal, what are 3 things you would say or do?

a. _____

b. _____

c. _____

17. If someone tried to get you to join a gang, what are 3 things you would do?

a. _____

b. _____

c. _____

18. If someone called you out to fight, what are 3 ways you could avoid the fight?

a. _____

b. _____

c. _____

Resources

Videos

From Committee for Children
172 20th Ave.
Seattle, WA 98122-5862
(206) 322-5050

Facing Up
A bully and his young victim gain the skills necessary to change their cycle of victimization. A companion video for the *Second Step* program. (20 minutes)

Choices
A teenaged girl runs away from an abusive home situation and struggles with more problems on the streets before she finally seeks help. (53 minutes)

From Sunburst Communications
101 Castleton Street
Pleasantville, NY 10570-9971
(800) 431-1934

Drugs, Your Friends, and You: Handling Peer Pressure
Explores the effect of peer pressure on the decision to use drugs and alcohol and emphasizes assertive refusal. (26 minutes)

Friendship: The Good Times...The Bad Times
Helps students understand that changes in friendship are common in early adolescence, and that when a friendship dissolves, the best thing to do is to find new friends who share similar values and interests. (26 minutes)

I Blew It! Learning from Failure
Shows how to turn failure around and learn from it. (24 minutes)

Let's Talk About Responsibility
Explores responsibility in a variety of situations that range from the personal to the wider society. (28 minutes)

Liking Me: Building Self-Esteem
Explains the importance of creating success experiences and teaches a step by step method for discarding "loser" habits. (filmstrip on video, 27 minutes)

When the Pressure's On: Groups and You
Explores interpersonal group dynamics to give students a realistic look at how groups work. (30 minutes)

From CHEF
20832 Pacific Highway South
Seattle, WA 98198-5997
(206) 824-2907

Making Friends
Emphasizes conscious choice and action, as well as ways to deal with rejection. (15 minutes)

Staying Out of Trouble With Friends
Demonstrates how to deal with peer pressure, stay out of trouble and keep friends. (29 minutes)

Books for Educators*

Arthur, Richard F. *Gangs and Schools.* Holmes Beach, FL: Learning Publications, 1989.

Filley, Alan C. *Interpersonal Conflict Resolution.* Glenview, IL: Scott, Foresman & Co., 1975.

Fisher, Roger & Ury, William. *Getting to Yes: Negotiating Agreement Without Giving In.* Boston: Houghton Mifflin, 1981.

Kreidler, William J. *Creative Conflict Resolution.* Glenview, IL: Scott, Foresman & Co., 1984.

**Also see "References" in this Teacher's Guide.*

Piaget, Jean. *The Moral Judgment of the Child.* New York: The Free Press. 1932 (original publication date). 1965.

Selman, Robert L. *The Growth of Interpersonal Understanding.* New York: Academic Press, 1980.

Shaftel, Fanni, & Shaftel, George. *Role Playing in the Curriculum.* 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Spivack, George & Shure, M. *The Problem-Solving Approach to Adjustment.* San Francisco: Jossey-Bass, 1976.

Stanford, Gene. *Developing Effective Classroom Groups.* New York: Hart Publishing Co., Inc., 1977.

Books for Parents

Forgatch, Marion & Patterson, Gerald. *Parents and Adolescents Living Together, Part 1: The Basics.* Eugene, OR: Castalia Publishing Company, 1987

Forgatch, Marion & Patterson, Gerald. *Parents and Adolescents Living Together, Part 2: Family Problem Solving.* Eugene, OR: Castalia Publishing Company, 1989.

UNIT I: UNDERSTANDING THE PROBLEM
Lesson 1: Interpersonal Violence

Unit Goal

- The goal of this unit is to increase students' understanding of interpersonal violence, including forms and contributing factors.

Concepts

- Interpersonal violence includes physical and verbal aggression and most often happens between family members, friends or acquaintances.
- Factors which contribute to interpersonal violence include previous abuse, uncontrolled emotions, unmet needs, lack of skills and witnessing violence.

Objectives

STUDENTS WILL BE ABLE TO:

- provide several examples of different types of violence.
- define the term "interpersonal violence" and provide examples.
- identify several factors contributing to violence.

Key Definitions

violence - that which has great force and causes damage or injury

interpersonal violence - violence between two or more people; not on a large scale as in war

acquaintance - a person whom you know or with whom you are slightly familiar, but who is not a close friend

victim - a person who suffers as a result of violence

assailant - a violent attacker

aggravated assault - an unlawful attack by one person upon another for the purpose of inflicting severe bodily injury

factor - that which contributes to or helps cause a particular result

Preparation

- overhead projector
- Overhead Transparencies #1 and #2
- one week's newspapers
- Homework: Television Log (one copy per student)
- Take-Home Letter: Introduction to *Second Step* (one copy per student)

Notes

This lesson introduces the goals and themes of the curriculum. When brainstorming forms of violence, students may be silly or overly descriptive. Attempt to summarize their suggestions using the categorical words suggested in the exercise, rather than writing their exact words on the board. For example, when a student offers "shooting" or "guns" as an example, write "violence with weapons" on the board. Ask for examples which would not fit under any category already on the board. This will encourage students to think in forms rather than specifics. This technique can also be used when generating factors which contribute to violence.

Lesson Script (25 minutes)

Prior to beginning the lesson, discuss guidelines for conduct during lesson discussions.

Today we will begin a program entitled ***Second Step***, a violence–prevention curriculum. You will study **violence** and how to prevent it by learning to better understand others, solve problems, and reduce anger.

1. What does the term (word) violence mean? (That which has great force and causes damage or injury.)
2. What are some different types of violence? *On overhead:* [assault (hitting, strangulation, pushing), assault with weapons or aggravated assault (shooting, stabbing, hitting with object), fighting with technique (kung-fu), sexual violence (rape), harsh discipline (spanking or whipping), verbal abuse, vandalism, rioting, war.]

Some of the suggestions, such as riots and war, are examples of violence between nations or groups of people. *Check off examples.* Other examples are of violence that arises between two or more people. These are examples of interpersonal violence. *Circle examples.* **Interpersonal violence** most often occurs between family members, friends or **acquaintances**.

3. What is an "acquaintance"? (A person whom you know or with whom you are slightly familiar, but who is not a close friend.)
4. What are some examples of acquaintances? (Someone you say "hi" to at school, but you never do things together or share confidences; someone you often pass, but you don't know her/his name.)

While this curriculum is concerned with preventing any form of interpersonal violence, it will focus on interpersonal violence between friends and acquaintances.

5. Why are we studying violence, and why focus on violence between friends and acquaintances? (We live in a violent society. See next column.)

Overhead Transparency #1: Statistics

Interpersonal violence is the second leading cause of death, following motor vehicle accidents, for young people ages 15-24. Interpersonal violence is the leading cause of death for Black males in this age group. Over half of the **victims** (55%) know or are acquainted with their assailant.

Overhead Transparency #2: Target on Crime

Target on Crime (from the FBI) is designed to convey the annual reported crime experience by showing the relative frequency of offenses. This display should not be taken to imply a regularity in the commission of offenses; but it gives an idea how often the offenses are committed. *Read the text aloud.*

6. What form of violent crime happens most often? (Aggravated Assault) What is **aggravated assault**? (An unlawful attack by one person upon another for the purpose of inflicting severe bodily injury. This type of assault is usually accompanied by a weapon or by means likely to produce death or great bodily harm.)

Factors are things which contribute to or help cause a particular situation. For example, not turning in homework is a factor in failing in class. One factor which contributes to violence in many situations is **anger**.

7. What are some other factors which contribute to violence? *On the overhead:*
   - **previous abuse**;
   - **other uncontrolled emotions** — jealousy, fear;
   - **unmet needs** — power, love, acceptance, respect, living wage;
   - **lack of skills** to know how to get what one wants and needs in a prosocial way;
   - **seeing violence** in movies, advertisements, television, the streets and at home.

In-Class Activity (20 minutes)

Using the newspapers provided, clip articles about situations which involved violence. Write down: 1) the form of violence involved, 2) the relationship of the people involved, and 3) at least two factors which may have contributed to (helped cause) the violence. We will share our findings in class in 15 minutes.

Note: You may need to find newspapers which contain articles on violence, especially if you do not live in an urban area.

END

Closure (5 minutes)

8. What did you learn in this lesson?
9. What factor related to violence were you not aware of before?
10. What surprised you the most?

We found out that there is a lot of violence in our society, especially among adolescents, and that many factors contribute to violence. In upcoming lessons we will practice skills to break the chain of violence.

Homework

Television Log

Use the homework sheet provided to record the number of times you witness violence on TV over a several day span. Record the title of the television program, the time it was shown, the type of violence shown and the number of violent acts.

Pass out Take-Home Letter: Introduction to Second Step.

HOMEWORK: Television Log

Unit I, Lesson 1

Name_____ Date_____

Directions: For the next three days keep track of the number of times you witness violence on television.

Program	Time Shown	Type of Violence	Number of Violent Acts

EXTENSIONS

Unit I, Lesson 1

1. Investigations

Using ***Uniform Crime Reports for the United States***,* look up crime rates for the following violent crimes: murder, rape, robbery and aggravated assault.

a. Which rates have risen in the previous year? In the previous four years?

b. Which rates have fallen in the previous year? In the previous four years?

c. In which months of the year is each crime more frequent? In which months of the year is each crime less frequent? What are some possible reasons for these variations?

d. What are the violent crime statistics for your city and/or state? How do your statistics compare to some other cities/states of comparable size?

e. For each of the violent crimes in your state, what percentage are committed by people under the age of 18?

2. Invite a Speaker

Invite a speaker from your local police department to talk about violent crime in your town/city. Many police departments have an Office of Crime Prevention and make speakers available for the community.

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* Obtain *Uniform Crime Reports for the United States* (published annually) from the Federal Bureau of Investigation, U.S. Department of Justice, Washington, D.C. 20535. It may also be obtained from the local offices of these agencies.

UNIT II: TRAINING FOR EMPATHY

Lesson 1: Identifying Feelings

Unit Goal

- The goal of this unit is to increase students' ability to identify others' feelings, take others' perspectives and respond empathically to others.

Concept

- Empathy requires the identification of others' feelings through physical, verbal and situational cues.

Objectives

STUDENTS WILL BE ABLE TO:

- name a variety of emotions when presented with physical, verbal and situational cues.
- name situations in which they might have conflicting feelings.
- recognize that feelings may change due to maturation, circumstances or new information.

Key Definitions

empathy - identification with or experiencing the feelings or thoughts of another person

emotion - a feeling experienced in body and mind

cues - an indicator or clue

predict - to anticipate or foresee an outcome

Preparation

- overhead projector
- Overhead Transparency #3
- Photographs A-D
- Homework: Identifying Feelings (one copy per student)
- Take-Home Letter: *Second Step,* Unit II (one copy per student)

Notes

Empathy is a key ingredient in developing prosocial behaviors and a major deterrent to using violent behavior as a means for solving problems. This lesson explores the first of three components of empathy: *the ability to determine the emotional state of another person.* To teach this skill, emphasize paying attention to verbal and situational cues, as well as physical cues (facial and body indicators). Guide students in choosing words which designate an emotion rather than an action. For example, "frustration" or "anger" should be identified rather than phrases such as "you look like you want to tear your paper up" or "ticked off." This lesson also explores the dynamic nature of emotions, noting that feelings are rarely static—they may conflict and/or change over time due to maturation, the availability of new information or a changed situation.

Lesson Script (25 minutes)

Review: In the last lesson we discussed interpersonal violence, what it is and factors which contribute to it. *Briefly display and review Overhead Transparencies #1 and #2.*

Today's lesson in the ***Second Step*** program will deal with a factor which helps prevent violence—**empathy**.

1. What is empathy? *Write on overhead:* (Identification with or experiencing the emotions or thoughts of another person.)
2. How is empathy different from sympathy? (Empathy is experiencing the emotions of another, while sympathy is feeling sorry for someone.)

When people have empathy for others, they are much less likely to be violent towards them. Empathy has several components.

Overhead Transparency #3

Today we will practice the first component: **identifying how another person feels through...**

- **physical cues** (facial expressions, body language),
- **verbal cues** (language, tone), and
- **situational cues** (what is happening).

Let's practice identifying emotions using physical cues...

Photographs A-D (show one at a time and ask the following...)

3. How do you think s/he is feeling? (a—angry, b—jealous, c—afraid, d—embarrassed or ashamed) What physical cues tell how s/he is feeling?

It is often hard to tell how a person is feeling by physical cues alone. Observing the situation and listening to what is being said also help to identify feelings/emotions.

As I role-play being a student in the following situation, identify my emotions and the physical, verbal and situational cues:

Model Role Play

Slump in chair and look at paper, showing frustration and disappointment. "I can't believe I got a "C"! I studied so hard." *Becoming angry,* "It just isn't fair! I deserve a better grade!"

4. What emotions (feelings) did I show? (Encourage many descriptions: disappointment, frustration, depression, anger.)
5. What physical, verbal and situational cues told you I felt these emotions?

It is common to have more than one emotion at a time. Sometimes these emotions may **conflict** (that is, appear to be the opposite of one another.)

6. Take ten seconds and think of a situation in which you might have conflicting (opposite) emotions, such as sadness/relief or fear/excitement? (Moving; going to a new school; parents getting a divorce; doing an adventurous sport like skiing.)

Feelings also **change** over time. You may feel disappointed or angry about your performance in a class and later feel proud or satisfied with your performance in the same class. You may feel anxious about a new, upcoming situation, such as a party, and later feel confident and happy about it once you're there.

7. What are some times your feelings changed about a situation?
8. What causes feelings to change? (People mature, get older; situations change; new information is available.)

lesson continues on next page ...

Student Role Plays (20 minutes)

To practice this empathy skill (identifying feelings) you will do some role plays similar to the one I did. I will give each pair of students an emotion or a set of conflicting emotions, and you will create a short role play (1 minute) to act out the emotion. Remember, use your face, body, voice and an identifiable situation. The other students will guess what emotion(s) you are role-playing and identify the cues they used to decide.

- shock
- irritation
- delight
- humor
- pride
- shame
- confusion
- curiosity
- hurt
- eagerness
- fury
- embarrassment
- fear/excitement
- disappointment/relief
- happiness/sadness
- pride/jealousy

Closure (5 minutes)

9. Today we discussed the first component of empathy—what is it, and why is it important?
10. What did you find out about feelings?
11. How might experiencing empathy for others help to prevent violence?

Homework

Identifying Feelings

Homework Key: 1—anxious, 2—disappointed, 3—irritated, 4—frustrated, 5—excited

Pass out Take-Home Letter: Second Step, Unit II.

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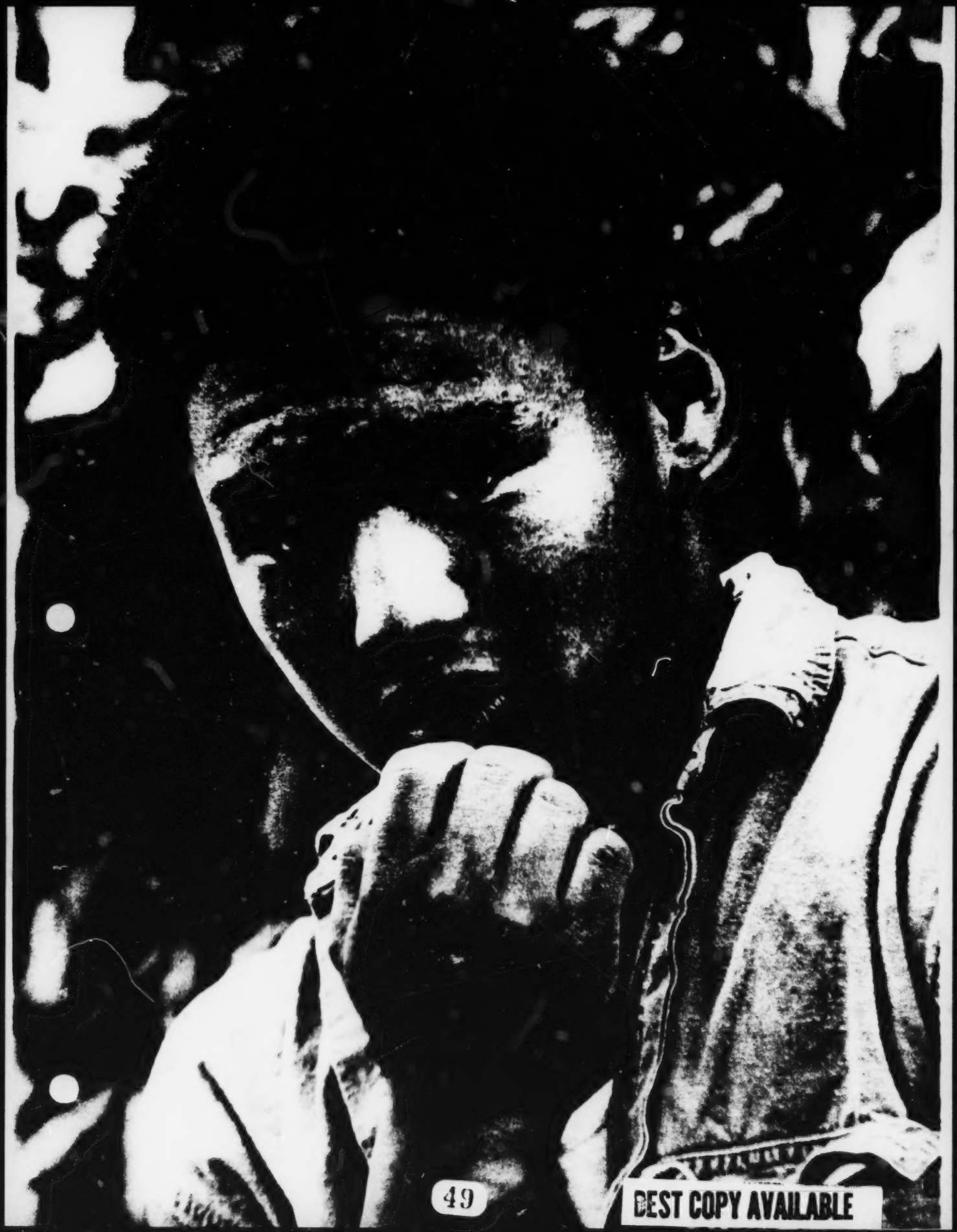

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HOMEWORK: Identifying Feelings

Unit II, Lesson 1

Name_____ **Date**_____

Directions: Match the emotions below with the situations they best describe.

irritated **anxious** **excited** **disappointed** **frustrated**

1. Jane is waiting at the dentist's office to get a cavity filled. She is remembering the last time she was here. Her shoulders are hunched, her forehead is wrinkled and she is biting her nails. Jane feels_____.

2. Jamal gets an envelope in the mail from a contest he entered. He rips it open and discovers he has won only two dollars. His shoulders are slumped and his eyes are droopy. Jamal feels _____.

3. Danny has been waiting a long time for his friend Ron to show up. Ron was supposed to meet him half an hour ago. Danny paces back and forth, then starts kicking things on the ground. His forehead is wrinkled, and his mouth is in a frown. Danny feels _____.

4. Tara has been looking forward to going on a bike ride with her best friend. As soon as they start their ride, Tara's bike chain slips. She tries and tries to fix it, but all she gets is greasy hands. Tara starts to mutter to herself and breathe heavy sighs. Tara feels _____.

5. Peter has been finding secret notes in his locker from an admirer. The last note says to meet her after school by the flagpole. Peter's eyebrows are up and his heart starts to beat faster. Peter feels _____.

Extra:

On the back of this page, make up a situation like the ones above which causes *one* of the following emotions:

embarrassment **envy** **shock** **confusion**

EXTENSIONS

Unit II, Lesson 1

1. More Emotions (see handout)

Key: 1–satisfied, 2–confused, 3–hurt, 4–bashful, 5–anxious, 6–joyful, 7–envious, 8–surprised, 9–grieving.

2. Writing Exercise

Choose an emotion(s) from the role play list and write about a situation(s) which might involve the emotion(s).

3. Predicting Feelings

Predicting feelings—*figuring out how another person might feel as a result of an action*—is an important skill in understanding others. Since people are unique, they often have different reactions to the same situation.

Think of two people you know who are very different from one another and predict how each might feel about the following situations. Might they have similar or different feelings? Please do not mention anyone's name when giving your answer.

How might each person feel about:

- getting a chance to learn how to rock climb?
- getting a "B" on a report card?
- moving to a different school?
- being asked to take care of the neighbor's baby?
- having to speak in front of the class?
- getting asked to be a leader of a sports team?

Closure: When you say things or make plans or decisions which affect another person, you need to consider how that particular person might feel about it.

HANDOUT: More Emotions

Extensions – Unit II, Lesson 1

Directions: Using the list below, match each emotion with the appropriate expression.

anxious **bashful** **envious** **grieving** **joyful** **hurt** **satisfied** **confused** **surprised**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

UNIT II: TRAINING FOR EMPATHY

Lesson 2: Taking Perspective

Concepts

- People vary in the way they perceive situations.
- Perspectives (points of view) are based on people's own experiences, feelings, values, needs and motivations.
- Empathy includes the ability to assume the perspective of another person.

Objectives

STUDENTS WILL BE ABLE TO:

- recognize that people's perspectives (points of view) are based on their own experiences, feelings, values, needs and motivations.
- assume the role and perspective (point of view) of a person in a role play.

Key Definitions

perceive - how an individual understands or recognizes a situation

point of view - perspective; what one thinks about a situation

values - ideals or principles

motivation - inner urges that prompt a person to action with a sense of purpose

Preparation

- overhead projector
- Overhead Transparency #4
- Role Play Cards (copied and cut)
- Observation Form (one per student)

Notes

This lesson introduces the second component of empathy: *the ability to assume the perspective or role of another person.* Students are not asked to take a stand or form a point of view on violence at this point in the curriculum; rather, they are encouraged to recognize and better understand others' perspectives. When perceptions are strong, they can produce "blind spots," an inability to recognize or accept other perspectives or points of view. Encourage consideration of other people's underlying experiences, feelings, values, needs and motivations which have formed their view points. To enhance their ability to take others' perspectives, the students should do the role plays three times, switching roles the second and third times through.

Lesson Script (25 minutes)

Review: In the last lesson you practiced the first component of empathy: identifying how another person feels through physical, verbal and situational cues. *Briefly review Overhead Transparency #3.*

Today's lesson will train you in the second component of empathy: **understanding another person's point of view.** Point of view is how you see or perceive a situation. For example, in my point of view, it is important to maintain friendships over time. Understanding others' points of view helps build empathy and prevent violence.

The following role play will show how two people can perceive the same situation differently. I will describe a problem situation and give two students cards describing the roles they are to play. The two students will role-play the situation by telling each other their points of view.

Pass out Model Role Play Cards (assign to two students).

Model Role Play

Two students role-play the situation by giving their points of view.

1. How do you think Student 1 perceives the problem; that is, what might be his point of view? (That fighting is dangerous; that it's not fair to involve him or pressure him into fighting.)
2. What might be Student 2's point of view? (That friends should stick up for each other; that his friend isn't being loyal.)

Overhead Transparency #4

Experiences and **feelings** play an important part in how one perceives a situation.

3. What experiences and feelings influenced Students 1 and 2? (Student 1's cousin dying and the feelings of grief and anger associated with that experience. Student 2's father's advice and expectations of his son.)

Values also help determine a person's point of view. One of Student 1's values is that fighting is a poor way to solve problems. One of Student 2's values is that friends always stick up for each other, that you help a friend in need.

4. What other values might they each have? (Student 1: friends don't endanger each other; family promises or rules concerning safety should be kept. Student 2: fighting is the best way to prove yourself; fighting proves who's right/best.)
5. Might Student 2's values be different if he were a girl? (Explore gender-based attitudes about violence.)

Everyone has needs and **motivations** which help determine how they see and feel about a situation. Motivation refers to what prompts us to act. The desire for power, love, acceptance, recognition, respect and money are examples of motivations.

6. What are Student 1's needs and motivations? (To feel safe; to know that his friends won't endanger him; to keep his promise to his family; to continue to be friends with Student 2; to have his friends respect his point of view.)
7. What are Student 2's needs and motivations? (To have a friend's support, to save face, to gain approval, to win a fight.)
8. How can they meet some of both their needs and values? (Student 1 could offer to help solve the problem without fighting; they could think of a nonviolent way to work things out with the other boys, such as a physical contest.)

lesson continues on next page ...

Student Role Plays (20 minutes)

To practice taking the perspective of others, you will do some role plays similar to the one just presented. You will work in groups of three. Two in each group will receive a role play card which describes a problem and the role you are to play. You will each say how you perceive the problem (your point of view). You may talk about your experiences, feelings, values, needs and motivations as they relate to the problem. The third person will act as an observer and will fill out the Observation Form during the role play. After you role-play the situation, continue to switch roles and role-play the situation again until you have played each role and been an observer.

Note: You should not try to solve the problem; we will practice that on another day.

Pass out Role Play Cards and Observation Forms.

After the role play session ask: What were the different points of view? What experiences, feelings, values and needs helped to make up each point of view? How did it feel to switch roles?

Closure (5 minutes)

Today we practiced the second component of empathy: understanding another's point of view.

9. Why is it important to take the other person's perspective? (It encourages people to see all sides of a problem and not react with violence.)

Homework

Cut out a newspaper or magazine photograph of two or more people showing emotion. Make up a situation to fit the photograph and write down each person's point of view.

ROLE PLAY CARDS

Unit II, Lesson 2

Model Role Play

Student 1: You are good friends with Student 2, who has asked you to help him deal with some boys who have challenged him to a fight. You don't want to fight, but you want to remain friends with Student 2. You had an older cousin who was killed in a fight, and you have promised your family you won't get involved in fights. You think problems can be solved peacefully.

Model Role Play

Student 2: You have been challenged to a fight by some boys who have been hassling you for a long time. You don't want to go alone, so you ask your good friend, Student 1, to back you up. Your dad always told you to stick up for yourself; fighting is the way you usually choose to solve problems. You also believe friends should stick up for each other.

Role Play #1:

Student 1: You want to borrow five dollars from your good friend, Student 2. You really need the money and you believe friends should help each other out. You lend a lot of things to friends, including money.

Role Play #1:

Student 2: Your good friend, Student 1, has asked to borrow five dollars. You dislike lending money to friends because it often takes a while for them to pay it back. You never ask for loans and you don't feel friends should either.

Role Play #2:

Student 1: You like to drop in on friends whenever you feel like it. You're very spontaneous, so you don't like planning ahead. You've been friends with Student 2 for years and s/he has never seemed to mind it until now.

Role Play #2:

Student 2: You've been friends with Student 1 for years, but you are making some new friends lately. You feel uncomfortable when Student 1 drops in without calling because it has started to interfere with your plans. You like to plan things out ahead of time.

Role Play #3:

Student 1: You have been assigned to work on a science project with Student 2. You like to get your work done so you don't have to worry about it. You want to start on the project today, but Student 2 wants to begin later in the week. Last time you worked on a project with someone you ended up doing all the work yourself.

Role Play #3:

Student 2: You have been assigned to work on a science project with Student 1. You are excited to work on the project, but you have other homework you want to get done first. Other team projects you've worked on have turned out great and were a lot of fun. You work in a very relaxed manner.

Role Play #4:

Student 1: You told your friend, Student 2, that you'd go to a concert on Saturday, but now you have an invitation to go out of town for the weekend with another friend's family. You really want to go out of town because you've been arguing a lot with your family and want to get away for a couple of days. Besides, you've spent a lot of time lately with Student 2 and you know s/he could get another friend to go.

Role Play #4:

Student 2: You made plans three weeks ago to go to a concert with Student 1. Now s/he says s/he has changed his/her mind. You think friends shouldn't leave each other hanging like this. Student 1 broke another promise recently, and you still feel hurt about it.

Role Play #5:

Student 1: Your best friend, Student 2, is hanging out with a girlfriend/boyfriend of whom her/his parents don't approve. Student 2 keeps asking you to lie to her/his parents about her/his whereabouts. You want to keep your friend, but you don't believe it's right to lie.

Role Play #5

Student 2: Your parents don't want you to see your girlfriend/boyfriend. You have asked your best friend, Student 1, to help you lie about your whereabouts to your parents. You think it's okay to lie if a situation is unfair.

Role Play #6:

Student 1: You and Student 2 overheard some other students planning to break into the student store and steal food. You think it's your responsibility to tell the principal.

Role Play #6:

Student 2: You and Student 1 overheard some other students planning to break into the student store and steal food. You don't think you should report what you heard because you don't want to be a fink.

OBSERVATION FORM

Role Play #_____

Directions: Observe the role play. Write down what experiences, feelings, values, needs and motivations form each player's point of view.

Student 1:

- experiences:
- feelings:
- values:
- needs and motivations:

Student 2:

- experiences:
- feelings:
- values:
- needs and motivations:

EXTENSIONS

Unit II, Lesson 2

1. Motivations

We have talked about how needs and motivations help make up our points of view. For example, my motivation in giving a hard homework assignment is to provide a challenge and to make sure you are increasing your skills. It is not my motivation to make you miserable.

What might be your motivations for:

- working hard in school?
- wearing nice clothes?
- going out for a team sport?
- showing off?
- going along with your peers or acting independently?

2. Writing Exercise

Describe a book you've read or a movie you've seen and explain the motivations of the main characters. How do their motivations influence what they do?

3. The Whole Picture

Cut a full page magazine photograph into six squares and give a square to each of six groups of students. Ask each group to work together to draw a complete picture, using their square as a starting point. Compare pictures at the end. Then join the original squares to see the "real picture." By seeing only part of the picture we often make assumptions or decisions about the whole picture.

UNIT II: TRAINING FOR EMPATHY

Lesson 3: Reducing Labeling and Stereotyping

Concepts

- Empathy includes the ability to respond emotionally to another person.
- Labeling and stereotyping encourage preconceived and often negative images of others and inhibit people from forming their own impressions.

Objectives

STUDENTS WILL BE ABLE TO:

- name the third component of empathy: the ability to respond emotionally to another person.
- identify ways which enhance empathy.
- identify common labels and stereotypes.
- recognize how labeling and stereotyping can negatively influence our perceptions of others and limit the choices and options available to people.

Key Definitions

label - a word which narrowly describes or defines someone

stereotype - a preconceived or fixed image of a group of people

prejudice - an unfavorable opinion formed beforehand or without knowledge

Preparation

- overhead projector
- Overhead Transparency #5
- 4–5 sheets of poster paper
- 5–10 broad-tipped felt markers
- 10–20 magazines

Notes

Lifelong labels often take hold by the second or third grade. These labels are internally as well as externally generated, clouding the way we perceive ourselves and others. Stereotypes work in a similar fashion and are particularly strong during early adolescence when youth are heavily influenced by their peers, but also want to differentiate themselves from others. Labeling and stereotyping serve to narrow people's options, form prejudices, incite intense emotions and violent reactions and diminish our understanding of others.

Lesson Script (25 minutes)

Review: In the last lesson you practiced the second component of empathy: understanding another person's point of view. *Briefly review Overhead Transparency #4.*

In today's lesson you will learn what enhances and what diminishes the third component of empathy: **the ability to respond emotionally to another person.**

Overhead Transparency #5

This is not a skill that can be taught in a lesson. Rather, it is something that happens as a result of the first two steps—recognizing feelings and understanding other points of view.

There are ways to **enhance** your ability to respond emotionally to others. You are much more likely to be empathic if you have had a **similar experience** to the other person. You tend to relive your own experience when you witness the person go through a similar experience.

For example: If you see someone being left out, you are more likely to empathize with that person if *you* have felt left out before.

1. Take ten seconds to think of a recent situation in which you strongly identified with the way another person was feeling. Why do you think you identified with this person?

You are also more likely to be empathic if the other person is **like you in some ways.** Therefore, to increase your empathy, look for ways others are like you.

In-Class Activity

Pair up with another student whom you don't know very well and sit facing that person. Take three minutes each and interview your partner to find out what you have in common. Things in common can range from things you like or dislike to similar experiences. Afterwards we will regroup for discussion.

Just as there are ways to enhance your ability to respond emotionally to others, there are ways to **diminish** it.

2. What is a label? (A word which narrowly describes or defines someone.)

Labels lower empathy for others. The following story illustrates this:

RAPHAEL has been one of the top players on a youth soccer team in his community. This year he decided not to go out for the team so that he could have more time to do what he likes best — draw and paint. The boys from his neighborhood have begun to give him a bad time about his decision.

3. What labels might the boys give to Raphael?
4. What is a stereotype? (A preconceived, fixed image of a group of people, such as "boys are unemotional.")

Stereotypes also lower empathy for others because they discourage you from looking at people as individuals. Stereotypes may be positive or negative.

5. Here is a question for the girls: what are stereotyped behaviors for males? Now the boys may add to the list. *List on overhead:* (Act tough, in control, aggressive, unemotional, interested in sports, cars, girls, etc.)
6. Boys, what are stereotyped behaviors for females? Now the girls may add to the list. (not in control, take care of others, interested in appearance, boys, etc.)
7. What are some examples of the way the media (television, radio, advertisements) encourage these stereotypes?
8. What effect might labels and stereotypes have on Raphael? (He may fight; he may not do what he wants to do; he may do it anyway; he may try to do both or be secretive about the art work.)
9. What do you think of when you hear a label given to someone? Do you believe it? How do you feel when you are labeled?

10. How might labels and stereotypes contribute to violence? (Encourage prejudice and intolerance between groups of people; person may feel s/he has to save face by fighting back; may incite intense anger.)

Prejudice is built on labels and stereotypes.

11. What is prejudice and how does it diminish our ability to empathize? (An unfavorable opinion formed beforehand or without knowledge; diminishes our ability to treat people as individuals and form positive opinions of others.)

12. Labels and stereotypes are very strong in times of war. Why? (They make it easier to perform acts of violence. The other side is seen as the faceless "enemy." Derogatory racial or cultural labels further incite aggression.)

In-Class Activity (20 minutes)

Divide the class into groups of 5-6 students.

On a sheet of large paper write down labels students use to describe kids at this school and what effect these labels have on the individuals and the school as a whole. *(5 minutes) Follow up with a class discussion. (15 minutes)*

Closure (5 minutes)

Today we discussed ways which enhance and diminish our ability to respond emotionally to another person.

13. How do labels and stereotypes encourage violence, prejudice and a lack of understanding of people?

Homework

Bring to class 3-5 advertisements which encourage labels and stereotypes. Bring in 1-2 advertisements in which men or women are shown in non-stereotyped roles.

Note: Have magazines available in class for students who do not have them at home.

EXTENSIONS

Unit II, Lesson 3

1. Appreciating Differences

Just as it is important to find similarities with others, it is also important to understand and appreciate differences. As with the lesson activity, pair up with another student whom you don't know very well and sit facing that person. Find ways that you are different and teach each other about your differences. For instance, if you have a certain taste in music, what is it and why do you enjoy it? If you have cultural differences, share the reasons behind your traditions and celebrations.

2. Writing Exercise

Write about ways your cultural/racial group is labeled or stereotyped by others. Include positive as well as negative labels and stereotypes.

- How does it feel?
- Do you feel like the labels or stereotypes describe you and your family?
- What are the effects of these labels and stereotypes on you? On your family?
- Whom do you label and stereotype?

3. Overgeneralizations

What does it mean to overgeneralize? Overgeneralizing means to draw conclusions about a group based on knowledge of a part of the group. Here are some examples:

- *No* adults care about what kids think.
- *Most* kids who go to that school are stuck-up.
- *All* of the kids in my neighborhood are tough.

What word in each statement tells you it is an overgeneralization?

What are some other examples of overgeneralizations?

How does overgeneralizing lead to stereotyping and prejudice?

4. Interviews

Interview an adult who has experienced war. What was her/his point of view regarding the war? The opposing side? What labels and stereotypes were given the opposing side? Why?

UNIT II: TRAINING FOR EMPATHY
Lesson 4: Communicating and Listening

Concepts

- "I" messages are effective statements for communicating feelings.
- Active listening heightens sensitivity to others by maintaining eye contact and rephrasing what has been said.

Objectives

STUDENTS WILL BE ABLE TO:

- verbally give "I" messages when communicating their feelings to another person.
- distinguish between the effects of "I" messages and less constructive ways of communicating feelings.
- actively listen to another person by maintaining eye contact and indicating they are listening by nodding and rephrasing what the person said.

Key Definitions

"I" statement - a sentence form to communicate feelings (I feel_____ when_____.)

active listening - behavior which indicates one is listening: eye contact, nodding, repeating what has been said

Preparation

- overhead projector
- "I" Message Handout (one per each group of four students)
- Role Play Cards (copied and cut)
- Homework: Tell Them How You Feel (one copy per student)

Notes

It is sometimes difficult for students to interpret physical and psychological cues to determine how someone else is thinking and feeling. It is also difficult to react empathically to others when they communicate their feelings in an aggressive or blaming manner. By communicating with *"I" messages*, as in "*I feel* sad *when* you ignore me," and *actively listening* to others, students can become more easily sensitized to each others' feelings. The lesson contrasts "I" messages with less constructive ways students often communicate, such as using "you" messages, pouting, and performing acts of physical or verbal aggression. Be aware that behavior which indicates that one is listening may vary with the culture. For example, "looking someone in the eyes" may reflect defiance and a lack of respect. Explore cultural interpretations of listening behavior with your students, and be ready to introduce alternative behaviors. This lesson may extend into two class periods.

Lesson Script (30 minutes)

Review: In the last three lessons, you discussed and practiced empathy skills: identifying how another person feels, understanding another person's point of view, and responding emotionally to another person.

Sometimes it is difficult to figure out how someone else is feeling, especially if they hide their feelings or have conflicting feelings. In today's lesson you will practice telling someone how you feel and listening to how the other person feels. Communicating feelings effectively helps to avoid misunderstandings and to prevent violent reactions.

1. If your best friend broke a promise to go to a concert with you in order to go with someone else, how would you feel? What would you say to your friend to let her/him know how you felt? *Note: ask several students and encourage use of exact words.*

Telling someone how you feel by starting with the word "you" can make the other person mad, such as "You make me so mad!" or "You hurt my feelings!" From now on, when you need to tell someone how you feel, I want you to use an **"I" message** instead. An "I" message uses the words "I feel" and "when" such as "I feel angry when you break promises." *Write sentence structure on overhead:* **I feel _____ when _____.**

Turn to another student and make up a "you" message and an "I" message for the following situation: One of you just took a pencil off the other's desk without asking.

2. What are some examples of "you" messages you used? of "I" messages?
3. How does receiving an "I" message make you feel compared to receiving a "you" message? ("You" messages are accusatory and might make you feel angry or hurt. "I" messages might help you to empathize with the person.)

In-Class Activity

Break up into groups of four. Pass out "I" Message Handout to each group. Read aloud the problem situations in the handout.

As a group, come up with the best "I" messages for each situation and write them on the handout. After five minutes, we will regroup and discuss our choices.

Model Role Play

Active listening is another important communication skill. It requires you to look at the person who is speaking and to show you are listening by nodding and rephrasing or saying back what the person told you.

To demonstrate active listening, I would like one of you to pretend you are a student who has come to talk to me because you are unhappy about a grade I gave you. You will need to use an "I" message at some point during the role play. I will model active listening skills.

4. How could you tell I was actively listening in the role play? (Discuss body language, use of reflecting statements, eye contact, etc.)
5. How might I have acted if I were not listening? (Looked at ground, fiddled around, said something unrelated to what the other person was saying.)
6. When would it be hard to listen carefully? (When someone talks too long; when you are late for something else; when there is something else distracting you.)
7. When it is hard to listen, what else could you do to help yourself pay attention? (Turn away from any distractions; go to a quieter place; politely ask the other person to get to the point.)

Sometimes we feel uncomfortable using new skills. We might feel comfortable trying them in some situations (with friends or family) but not in others (with acquaintances, adversaries).

8. What are situations in which you would feel comfortable using "I" messages or active listening? In which you would feel uncomfortable using these skills?

Student Role Plays (10 minutes)

As we did in the model role play, one student will talk about the given situation and include the use of "I" messages. The other student will demonstrate active listening skills. Afterwards, switch roles.

Pass out Role Play Cards.

Closure (5 minutes)

In this lesson we explored good communication skills, including the use of "I" messages and reflective listening.

9. Why is it important to use good communication skills?

Homework

Tell Them How You Feel

IN-CLASS ACTIVITY: "I" Message Handout

Unit II, Lesson 4

Directions: As a group, come up with the best "I" messages for each situation and write them on the handout.

1. A friend makes a joke about your clothes.

2. A friend returns your new tape deck broken.

3. You are given more chores to do than your brother.

4. An acquaintance is spreading some gossip about you which is untrue.

ROLE PLAY CARDS

Unit II, Lesson 4

- A classmate puts you down in a joking way.

- A classmate copies everything you do.

- A friend wants you to be friends only with her/him.

- A classmate puts you down for never having any money.

- A friend has been talking about you behind your back.

- A friend always wants you to do things for her/him, but s/he never does anything for you.

- A friend has been doing some dangerous things when you walk to school together.

- Your best friend has been cold to you lately and you don't know why.

- A friend brags to another friend about what you can do, but it stretches the truth.

- A friend makes promises s/he can't keep.

- A friend never returns what s/he borrows.

- A friend never seems to want to do what you want to do.

HOMEWORK: Tell Them How You Feel

Unit II, Lesson 4

Name_____ **Date**_____

Directions: Fill in the blanks of the following "I" messages.

1. Your sister/brother comes into your room without knocking, even though s/he knows you don't like it. You say:

I feel _____ when _____.

2. A kid gives you a shove when you accidentally cut in line in front of him. You say:

I feel _____ when _____.

3. A kid you don't know keeps staring at you in the library. You're having a hard time studying. You say:

I feel _____ when _____.

4. A friend has been saying things about you which aren't true. You say:

I feel _____ when _____.

5. A kid invites you over to play video games, but he really wants you to do his homework for him instead. You say:

I feel _____ when _____.

6. You were playing catch with a friend and the ball broke a neighbor's window. Your friend ran away. Later on you say:

I feel _____ when _____.

7. A kid makes jokes about your knobby knees in gym class. You say:

I feel _____ when _____.

8. A friend keeps criticizing the way you dress. You say:

I feel _____ when _____.

EXTENSIONS

Unit II, Lesson 4

1. Round Robin

The first person starts by saying "I feel _____ when...," then indicates another student who completes the sentence and begins a new "I" message. Continue until all students have had a chance to initiate and respond.

2. Trying It Out

Use "I" messages at least three times during the day. The following day discuss in class by describing the situation in which an "I" message was used, the message given and how it felt to use the "I" message. In what type of situations was it most comfortable to use "I" messages? Least comfortable?

3. Active Listening

To practice active listening, choose a partner. One of you should talk for approximately 3 minutes on a topic, such as a concert you've enjoyed, your favorite vacation or movie, etc. The other person should practice active listening skills by saying back what you heard using paraphrases. Afterwards, switch roles and then we'll regroup for discussion. (Note: you may need to provide a model role play first.)

4. Mirroring

Mirroring is an additional active listening skill. Mirroring involves taking on the facial expressions of the person talking. This encourages feelings of empathy for many people. With a partner, take turns talking about a time you felt a strong emotion. The person who is listening should practice mirroring the facial expressions of her/his partner.

UNIT III: CREATING OPTIONS
Lesson 1: Anatomy of Anger

Unit Goal

- The goal of this unit is to decrease impulsive and aggressive behavior in youth by having them learn and practice skills in anger management and problem solving.

Concepts

- Physical signs (cues) alert us to our angry feelings.
- Angry feelings can have positive or negative consequences; angry behavior can be destructive.
- External events and internal thoughts and self-statements may trigger angry feelings.

Objectives

STUDENTS WILL BE ABLE TO:

- identify positive and negative consequences of anger.
- recognize physical signs which indicate that they are angry.
- recognize things outside themselves (external triggers) which make them angry.
- recognize things they say or think (internal triggers) which intensify their angry feelings.

Key Definitions

anger cues - bodily signals which indicate angry feelings

anger triggers - external events and internal thoughts and words which trigger (cause) angry feelings

Preparation

- overhead projector
- Overhead Transparencies #6 and #7
- What To Do When You Are Angry (one copy per student)
- Anger Triggers (one copy per student)
- Take-Home Letter: *Second Step*, Unit III (one copy per student)

Notes

Anger in itself is not negative; it often precipitates constructive changes in life and society. It is what one does with anger that is key; angry behavior is usually destructive to relationships and property. Recognition of *anger cues* and *triggers* is the first step in dealing with angry feelings. Triggers can be *external*, things that are done to us, or *internal*, thoughts or self-statements which escalate anger. It is more important to focus on the individual's *interpretation* and *labeling* of an event than it is to dwell on the physical stimulus. Youth may have difficulty recognizing internal thoughts or self-statements which escalate anger. Asking "what do you think s/he is thinking or saying to her/himself" in regard to lessons or role-play scenarios and then evaluating what effect these internal triggers have on actions will help to sensitize the students.

Lesson Script (30 minutes)

Review: In the previous lesson you practiced using "I" messages and actively listening to another person.

1. What are some examples of "I" messages? Why use "I" messages?

In the next few lessons you will learn how to calm down and think through a problem. In order to learn how to calm yourself down, you need to first **be able to tell when you are angry.**

Pass out "What To Do When You Are Angry."

Overhead Transparency #6

2. How can you tell when you're feeling angry—what bodily sensations do you have? *Write on transparency:* (head or neck may be tight and brow may furrow; knot in stomach; feel cold or hot; feel tense; clench fists or teeth; shoulders hunched; heart beats fast; feel out of breath.)

These signs are called **anger cues**. In the prehistoric past, anger helped our species by getting people physically prepared to defend their lives, territory or food supplies. Today the heightened physical sensation which accompanies anger is used to improve performance in sports, such as tennis or football. Anger can also be constructive by leading to positive changes in life or society. The abolition of slavery as well as the civil rights movement were accompanied by strong feelings of anger about an unjust situation.

3. If anger can be positive, why is it most often viewed as being negative? (Extreme anger can be physically and emotionally destructive, especially when acted on impulsively.)

Everybody gets angry sometimes. Feeling angry is not bad, but how you act when you are angry is important. **Angry behavior** that hurts people or things is highly destructive and against the law.

4. What are some of the things that cause you or others to feel angry?

Overhead Transparency #7

Things which make us angry are called **triggers**. **External triggers** are physical things which arouse us or things that are done to us. Seeing someone wearing a lost jacket of yours would be an external trigger. Being shoved in line is another external trigger.

5. What are some other examples of external triggers? *Write on transparency.*

6. Why are some people more easily aroused to anger than others? (People perceive situations differently.)

External events, such as pushing or namecalling, may trigger anger. But how you **perceive** or interpret the event is more important. For example, one person might interpret a push in the hallway as an act of aggression, while another person might see it as an accident. You can *choose* how to react to a situation.

7. Name a time when you and another person reacted very differently to a situation, with one of you being very angry.

The following situation shows a typical anger-producing situation:

JANELLE had entered the school science fair and was hoping for a first prize. When she was setting up her project she noticed RON, another student, with a project just like hers, only better. Janelle said to herself, "I can't believe it! Ron knew what I was doing! He must have stolen my idea! What a rat!"

8. What triggered Janelle's anger? (Seeing Ron's project and thinking he stole her idea.)

Once you are angry, your thoughts and self-statements—things you say to yourself—can cause you to become more angry. These thoughts and self-statements are called **internal triggers.**

9. What were Janelle's internal triggers? (Thinking that Ron stole her idea and saying so to herself.)

10. What are some situations in which internal triggers made you angrier—what were you saying or thinking? *Write examples on transparency.*

In the next few lessons you will learn what to do when you first begin to feel angry.

In-Class Activity (15 minutes)

In groups of three, fill out the Anger Triggers handout. You may want to role-play the situation you make up for item #4. The class can then try to guess the external and internal triggers.

Closure (5 minutes)

In this lesson we practiced recognizing our angry feelings.

11. What is the difference between external and internal triggers?

Next, you will learn how to control impulses through the use of anger management techniques.

Homework

Make a list of five of your common triggers (things which make you angry). When do they usually happen? Whom do they involve? Can you tell when they'll happen? How?

Pass out Take-Home Letter: Second Step, Unit III.

What To Do When You Are Angry

1. Recognize angry feelings:

- How does my body feel?

2. Calm down:

- Take three deep breaths.
- Count backwards slowly.
- Think nice thoughts.
- Talk to myself.

3. Think out loud to solve the problem.

4. Think about it later:

- What made me angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job?

IN-CLASS ACTIVITY: Anger Triggers

Unit III, Lesson 1

Directions: Write down the external and internal triggers for the following situations:

1. Charlotte watched her friend Alan steal a calculator from a teacher's desk when no one else was in the room. She tried to talk him out of it. Later, both Charlotte and Alan were sent to the principal's office. Alan denied stealing the calculator and looked at Charlotte. Charlotte began to think Alan wanted the principal to think she stole it. Charlotte began to feel hot and tense.

   external trigger(s):_____

   internal trigger(s):_____

2. Joe and Ian compete with each other a lot. During gym, Joe fouled Ian in a basketball game, but the gym teacher didn't see it happen. Later on in the locker room, Ian heard Joe bragging about what happened. Ian thought, "He's making a fool out of me!"

   external trigger(s):_____

   internal trigger(s):_____

3. Drake and Kirsten made up a science experiment together in class. Kirsten didn't do her share of the work, so Drake had to come in after school to finish the experiment before the Science Fair. At the fair, Drake heard Kirsten explain to their teacher how hard she had worked on the experiment. Drake said to himself, "She can't get away with that!"

   external trigger(s):_____

   internal trigger(s):_____

4. Make up a situation, including external and internal triggers:

EXTENSIONS

Unit III, Lesson 1

1. Research

Write a short paper on the physiological response of the body to anger. How might this response help us in some situations? How does this response hinder us?

2. Triggers

Write about a situation involving external and internal triggers. Ask a classmate to identify the triggers. Share your situations in a larger group.

3. Journal Assignment

Keep a journal for a week, noting each time you think or say something negative to yourself. How often does it happen? What effect does it have on you? How could you control this dialogue with yourself?

4. In the Lyrics

Explore lyrics which express violence in popular songs. What is the aim of the musicians/ songwriters? Discuss and compare the ethics of promoting anger with the philosophy of non-violence as espoused by Gandhi and Martin Luther King.

UNIT III: CREATING OPTIONS
Lesson 2: Reducing Anger

Concepts

- People deal with anger by *fleeing* (not acknowledging it or running away), *fighting* (verbally or physically) or *calming down and dealing with the problem.*
- Anger can be reduced through relaxation techniques and positive self-statements.
- Reflecting on performance in a pressure situation increases one's success in the future.

Objectives

STUDENTS WILL BE ABLE TO:

- recognize actions which are impulsive and situations which might trigger them.
- recognize different ways people deal with anger.
- demonstrate deep breathing, counting backwards and positive imagery as techniques for reducing anger.
- verbalize self-statements that can increase their success in pressure situations.
- evaluate their performance in a stressful situation.

Key Definitions

impulse - a sudden reaction; an impelling force to act without forethought

fight or flight - reacting to a stressful situation by either fighting or running away and ignoring it

self-talk - words spoken to oneself to reduce anger and cope with stressful situations

reflection - thinking about one's performance in stressful situations to increase success in the future

Preparation

- overhead projector
- What To Do When You Are Angry (from previous lesson)
- Homework: Self-Talk (one copy per student)

Notes

Youth are often impulsive in their reactions to anger triggers. "Fight or flight" describes the classic dichotomy of either expressing anger through violent words and actions, or repressing anger by running away or ignoring it. A third option, suppression, is recognized as a constructive method for dealing with anger. It involves reducing intense anger through relaxation and positive self-statements in order to confront the anger-provoking issue in a rational manner. Self-talk has proven to be the most reliable technique for reducing anger. Students may be aware of self-talk, which athletes use, such as "Aim straight; keep your eye on the ball; you can do it; just a little more to go." Generate examples of self-talk as the need arises, such as before a test, game or school event.

Lesson Script (30 minutes)

Review: In the last lesson we discussed anger cues (bodily feelings which tell us we are angry) and anger triggers (external events and internal thoughts and self-statements which cause anger). *Briefly review homework.*

Today you will learn to identify three different reactions to anger and practice controlling impulses by reducing anger.

1. What is an impulse? *Write on overhead:* (a sudden reaction which encourages/impels one to act without thinking through a problem.)

Impulses are usually the first ideas that pop into your head. Impulses are what you *feel* like doing. Some impulses, like dodging a skidding car, are good. But many impulses are violent reactions or can lead to violence.

2. Think of some times you've been angry; how did you deal with it? *Write on overhead:* (fighting, telling others off, pretending not to be angry, going someplace to cool off, etc.)

3. Which of these examples are impulsive? *Circle them.*

Impulsive reactions to anger are known as **"fight or flight." Fighting** involves violent verbal expression or physical aggression. *Circle examples on overhead.*

Flight involves running away or ignoring the problem, refusing to acknowledge that you are angry. *Circle examples on overhead.* While this might look like a good way to avoid violence, flight can cause depression and health problems, such as headaches and stomachaches. Not acknowledging anger prevents you from solving the problem. Your anger may erupt later on, as in the following example:

JUSTIN has been feeling angry and frustrated over his performance in soccer. Tonight he stayed late at practice to try to improve. When he got home his parents scolded him for coming in late without calling first. When his friend ANDREA called after dinner to ask about a homework assignment, Justin snapped, "Don't you ever listen in class? You always want me to do your work! You should just do it yourself!"

4. What are some times you expressed your angry feelings outside of the situation which originally caused you to become angry? *Teacher may need to share example first.*

The first two ways to deal with anger are flight or fight. These are impulsive reactions to anger. The third way to deal with anger is to **reduce your anger** so the problem can be solved without violence.

Please take out the handout from our previous lesson: "What To Do When You Are Angry." Yesterday you learned to recognize your angry feelings (Step #1). The second step involves reducing angry feelings by doing the following specific behaviors:

- take three deep breaths
- count backwards slowly
- think nice thoughts
- talk to yourself

Close your eyes, and keep them closed until I ask you to open them. Let's all practice taking three deep breaths and counting backwards slowly.

5. Think of how you feel right now—pick one word and hold it. Now, open your eyes and we'll go around the room, each saying our word.

Thinking of positive or peaceful scenes, such as lying on a beach or something fun you plan to do later, is another way to calm down.

6. Close your eyes again and take a few minutes to think of a positive or peaceful image. What are some of your images?

Let's think of a peaceful scene together. *Have the students close their eyes and lay their heads down. Read the following:*

You are lying on a nearly deserted beach. The sand is warm, and a salty ocean breeze keeps you comfortable and cool. You hear the sound of shorebirds and the gentle rush in and out of the waves. You feel totally relaxed. You smile at the idea of spending the whole day lying on the beach.

7. How do you feel now? In what kind of situations would you use this technique? (When you're not directly involved in a confrontation.)

Self-talk is the most effective way to reduce anger. Athletes often talk to themselves to help them focus and to improve their performances.

8. What are some examples of self-talk athletes use? *Note: If anger-provoking self-talk is cited, acknowledge that self-talk, if not done properly, can increase anger by acting as an internal trigger.*

Examples of self-talk used to reduce anger are: "Cool down," "I can handle this," "We can work this out."

9. Turn to a neighbor and make up three examples of self-talk to use in an angry situation. *Each pair shares with class.*

The third step in reducing anger is to solve the problem. We will practice problem solving in the next few lessons. The last step in reducing anger is to think later about how you handled your anger in the situation. This is called **reflection.** Reflection helps to avoid similar problems in the future.

In-Class Activity (15 minutes)

Divide into groups of five to six students. Think of a problem situation in which you were angry with someone. Take turns going around the circle stating your impulse (what you felt like doing) and then answer the six evaluation questions about how you actually performed in the situation. Participation will be voluntary. If you feel that you did a good job handling the situation, reward yourself by saying so.

Closure (5 minutes)

In this lesson you practiced techniques to control impulses by reducing your angry feelings.

10. Which of the anger reduction techniques would you be most likely to use?

Homework

Self-Talk

HOMEWORK: Self-Talk

Unit III, Lesson 2

Name_____ **Date**_____

Directions: List two positive things you could say to yourself in the following situations:

1. Your team is losing the game:

   _____

   _____

2. You see someone who always puts you down walking towards you:

   _____

   _____

3. Someone calls you a name in front of your friends:

   _____

   _____

4. Someone asks you a personal question to embarrass you:

   _____

   _____

5. Write down a situation which makes you angry and two positive things you could say to yourself in that situation:

   _____

   _____

   _____

   _____

   _____

EXTENSIONS

Unit III, Lesson 2

1. Hot Potato Toss

Bring a potato (ball, orange, etc.) to class and tell the students that it represents something very provocative, such as a putdown, racial slur, bomb, an STD, etc. Tell the students that the object of the game is to not end up with it at the end of one minute. Start the game by tossing it to a student. Afterwards, ask:

- What did your body feel like when you had the _____?
- What was your impulse?
- How did most people choose to deal with the problem?
- Why is it so hard to control impulses?

2. More About Impulses

Think of a time you felt a strong emotion and had an impulse to do or say something. Tell the person sitting next to you:

- what you felt,
- what you wanted to do (the impulse), and
- what you actually did.

3. Fight or Flight

Think about the last few times you have felt angry. How did you react? Did you take flight by walking away or ignoring the situation; did you fight with the person; or did you try to work out the problem in another way? What were the consequences of your actions?

4. Peaceful Images

Write a paragraph describing a relaxing scene similar to the one I read in class. Think about this scene when you feel angry, tense, frustrated, etc. Bring your paragraphs to class and we will read one each day at the beginning of class. Does using this peaceful imagery change the tone of the class afterwards?

5. Collage

Make a collage of peaceful, relaxing pictures cut from magazines (examples: seashores, skies, flowers, etc.) Hang your collage near a place you go to be alone and think, such as next to your bed or on the ceiling above your bed. Take a few minutes each day to contemplate the collage. How does it make you feel?

6. Self-Talk

Think of three situations in which you were frustrated, upset or angry. Write down three examples of self-talk you could use for each situation.

7. Evaluation

Use the anger management steps when you are feeling angry at some point in the next week or two. Answer the six evaluation questions regarding how well you performed in the situation. We will have voluntary sharing of experiences in class.

UNIT III: CREATING OPTIONS
Lesson 3: Identifying the Problem

Concept

- Identifying a problem involves stating what happened and the points of view of those involved.

Objective

STUDENTS WILL BE ABLE TO:

- identify a problem within a given situation by saying what happened and the points of view of those involved.

Key Definition

think out loud - to say out loud what one is thinking

Preparation

- overhead projector
- Overhead Transparency #8
- How To Solve Problems Handout (one copy per student)
- Role Play Cards (copied and cut)

Notes

Lessons 3-5 are the cornerstone lessons of the curriculum, for they introduce the problem-solving sequence upon which the remaining lessons are built. It is important to establish the *think out loud* approach by talking through each step (see Teacher's Guide) and to spend time on each step rather than jumping ahead too quickly. This lesson focuses on the first step, *identifying the problem*. While not the most critical step, it is often the most difficult. Problems are described too often from one person's point of view. Stress consideration of the perspectives of those involved in the problem. When identifying needs, try not to frame them in terms of solutions or to blame through use of the word "you." For example, "I need my tape deck fixed so I can use it" is preferable to "I need *you* to fix my tape deck."

Lesson Script (20 minutes)

Review: In the last lesson you practiced techniques for reducing anger and controlling impulses. *Briefly review homework.*

In today's lesson you will learn and practice the first step in solving a problem: **identifying the problem.**

Pass out "How To Solve Problems."

When identifying a problem it is important to take into account the perspectives (points of view) of everyone involved. Let's use the following story to practice this step.

Overhead Transparency #8

DANIEL loaned his new tape deck to MARIA. It chewed up two tapes Maria tried to play on it. She returned the tape deck to Daniel the next day, saying that it didn't work and had ruined her tapes. They are both upset.

1. What do you think the problem is? *Ask several students.*

We have several versions of the problem. This is usually the case in a problem situation. Let's identify the problem by taking into account both Daniel and Maria's points of view. You can do this by having each person say *(indicate on handout):*

- what happened
- how I feel
- what I need

Write the answers to the following questions (2-4) in the appropriate bubbles on the Overhead Transparency #8.

2. How might each of them describe what happened? (Daniel: "You borrowed my tape deck and returned it broken." Maria: "You lent me your tape deck, and it ate two of my new tapes.")
3. What "I" messages could Daniel and Maria use to describe how they are feeling? (Daniel: "I feel angry when friends borrow things and return them broken." Maria: "I feel angry when my things get ruined.")
4. What are Daniel and Maria's needs? (Daniel: "I need a tape deck that works." Maria: "I need new tapes.")

The next step is for them to put their answers together.

5. Acting as either Daniel or Maria, identify the problem, stating both points of view.

Daniel: "The problem is you borrowed my tape deck and it ruined two of your tapes. We both feel angry and disappointed. I need a tape deck that works, and you need new tapes."

Model Role Play

If needed, have two student volunteers do a model role play of the situation, doing all four steps.

6. What should the other person do if s/he doesn't agree with the way the problem was stated? *State and restate until they can both agree on a definition of the problem.*

When you talk through a problem it is called **thinking out loud.** Thinking out loud is similar to self-talk in that you say out loud what you are thinking. From now on, I will be asking you to think out loud as you continue to go through the problem-solving steps.

Student Role Plays (20 minutes)

Let's role-play **identifying a problem** by including both points of view. After you pair up and choose your role, I want each of you to:

- say what happened,
- how you feel, and
- what you need;
- then restate the problem giving both points of view.

Try writing down what you are going to say before you role-play the situation.

Pass out Role Play Cards.

After student pairs role-play in front of the class, ask: How did they do? Did they follow the steps for identifying the problem?

END

Closure (5 minutes)

In this lesson we practiced the first step in solving a problem: identifying the problem.

7. What skills which you learned earlier did this step involve? (The use of "I" messages and active listening skills.)

Homework

What's the Problem?

Homework Key: 1—b, 2—d, 3—c, 4—d, 5—a; put all five choices together for a problem statement.

How To Solve Problems

1. Identify the problem.

Each person says:

- what happened
- how I feel
- what I need

Restate the problem giving both points of view.

2. Brainstorm solutions.

3. Evaluate each solution.

Ask:

- Is it safe?
- How will it make people feel?
- Is it fair?
- Will it work?

4. Choose a solution and use it.

5. Ask: Is it working?

Change to another solution if you need to.

ROLE PLAY CARDS

Unit III, Lesson 3

- You're working on a class project together. One of you feels the other isn't doing her/his share of the work, and the other doesn't feel s/he has enough time to work on the project.

- You're friends, and one of you talks to the other's girlfriend/boyfriend a lot, causing the other to be jealous.

- You always go to ball games together. One of you has invited another friend along without asking the other.

- One of you loaned the other some money for a day, but it's three days later and it hasn't been paid back because the person doesn't have it.

- You both borrowed a school basketball. One of you threw it too hard and it landed in some bushes. You can't find it and can't agree on who should take responsibility for it.

- One of you gave the other a present but now wants it back because the other person never uses it.

- One of you relies on the other to help with hard homework assignments, but the other person is tired of being a tutor.

- One of you goes to the other's house to spend the night, but you can't agree on what to do. One feels the guest should decide; the other feels the host(ess) should choose the activity.

- One of you threw a baseball to the other person who missed catching it, and the ball broke a window. You can't agree on who is at fault.

- One of you borrowed the other's bike. The bike's chain broke, but it was rusty. You can't agree on who should fix the bike.

- One of you wants the other to help write a report, but the other person thinks it's a form of cheating.

- One of you wants the other person to lie to her/his parents about her/his whereabouts. The other person doesn't want to lie.

HOMEWORK: What's the Problem?

Unit III, Lesson 3

Name_____ **Date**_____

Directions: For the following situation, complete the sentences from the choices offered to come up with a description of the problem.

JACOB and IRA have been best friends since fourth grade. Lately Jacob has been eating lunch with Peter and his friends. Jacob stayed after school today to try out for the soccer team with Peter, forgetting to tell Ira he wouldn't be walking home with him. Ira waited for an hour.

1. What happened?
   a. Jacob is giving up his old friend for new friends and interests.
   b. Jacob is spending more time with new friends and activities and has stood up Ira.
   c. Ira is being selfish by trying to hang on to an old friendship.
   d. Jacob is being insensitive to his old friend.
2. Jacob probably feels:
   a. trapped b. angry c. irritated d. excited
3. Ira probably feels:
   a. left out b. selfish c. hurt/angry d. forgotten
4. If Jacob tells Ira what he needs, it would be best to say:
   a. "I need you to stop bugging me."
   b. "I need for you to make some new friends, too."
   c. "I need for you to understand."
   d. "I need to have several different friends and activities."
5. If Ira tells Jacob what he needs, it would be best to say:
   a. "I need to know that we're still friends."
   b. "I need for you to be a better friend."
   c. "I need for things to be the way they used to be."
   d. "I need for you to say that I'm your best friend."
6. Now take all your choices and put them together, stating what happened, how they felt and what their needs are:

EXTENSIONS

Unit III, Lesson 3

1. Transfer Training

Think of a conflict you have had in the past. Draw two stick figures with bubbles overhead. In the bubbles, write down how each person would identify the problem. Add another bubble, in which one person defines the problem, including both points of view.

2. Teach a Friend

Teach a friend how to identify a problem using the steps. Make up an imaginary situation and role-play it. Write about this experience.

3. In the Media

Think of your favorite movie or television program. Contrast how the various characters/actors deal with conflict. Which one is the best role model for solving problems?

4. Round Robin

We are going to practice identifying some made-up problems. The first person starts by saying what happened, such as "My book was taken." The next person follows by saying how they feel about the situation, such as "I feel angry when my things are taken." The third person says what they need, such as "I need my book back." The fourth person invents a new problem situation and starts the process again. We will continue around the circle until everyone has had a chance to respond using each of the three steps.

UNIT III: CREATING OPTIONS
Lesson 4: Choosing a Solution

Concepts

- Brainstorming involves generating multiple solutions to a problem.
- Evaluating solutions involves identifying possible consequences of alternative solutions.
- Choosing a solution involves comparing solutions and selecting the best one.

Objectives

STUDENTS WILL BE ABLE TO:

- generate multiple solutions to a given problem situation.
- evaluate solutions on the basis of safety, effect on those involved, fairness and workability.
- choose a solution from several alternatives.

Key Definitions

brainstorm - to come up with as many solutions as you can think of in a short time

solution - an answer to a problem

Preparation

- overhead projector
- Overhead Transparency #9
- How To Solve Problems (from Lesson 3)
- Choosing a Solution grid (one per each group of 4 students)

Notes

The art of brainstorming requires that as many ideas be generated as possible. Therefore, it is important to refrain from evaluating at this stage. Not only criticism, but also seemingly positive statements such as, "That's a good idea," can shut down the creative process by causing students to censor potential suggestions. A neutral response such as, "That's one idea. What else could s/he do?", spurs greater involvement. Evaluating solutions comes *after* brainstorming is completed. If evaluating all the solutions offered is too time-consuming, choose several different solutions to demonstrate the process.

Lesson Script (30 minutes)

Review: In the last lesson you practiced the first step in solving a problem: identifying the problem. *Briefly review homework.*

In today's lesson you will review the first step and learn and practice the second and third steps to solving a problem.

Refer to handout "How To Solve Problems."

Let's use these steps with the following situation:

RICCO and MARC hang out in the same crowd. One day at lunch, Marc starts to talk about a problem he's having with Steve, Ricco's best friend. Steve is not around, so Ricco feels like Marc is talking behind Steve's back.

1. What might be Ricco's impulse in this situation? (Physically fight with Marc; put him down.)
2. What could he do to calm down and control his impulses?

I would like two volunteers to role-play Ricco and Marc doing the first step in problem-solving: identifying the problem. Remember to say what happened, how you each feel and what you each need. Then, one of you should combine what you both said.

Example
Ricco: "You're putting down Steve when he's not around. I feel angry when you talk about my friend that way. I need for Steve to be shown some respect."

Marc: "I'm talking about a problem I'm having with Steve. I feel angry when you interfere like this. I need to be able to talk to my friends about problems I have with other people, like Steve."

Ricco: "You're talking about a problem you're having with Steve, and I think it's putting him down. We're both feeling angry. You need to be able to talk about your problems with others, and I need for Steve to be shown some respect."

The second step in solving a problem is **brainstorming solutions.**

3. What does "brainstorming" mean? (To come up with lots of ideas in a short time.)

When you brainstorm it is important not to judge solutions by labeling them "good" or "bad." Don't hold back; say what comes to mind!

Overhead Transparency #9

4. What are all the things you can think of that Ricco and Marc could do about the problem? *List on overhead:* (go get Steve, fight, have a physical contest, stop hanging out in the same group.)

Now that we have several solutions, the next step is to **evaluate** each solution.

5. What does it mean to "evaluate?" (To identify the consequences of each solution—that is, what might happen as a result of each solution.)
6. For example, what is a **consequence** of gossiping about others? (Lose trust, other person could find out, etc.)

There are four questions we can ask ourselves when we are evaluating solutions:

- Is it safe?
- How will it make people feel?
- Is it fair?
- Will it work?

Let's ask these questions for each solution. *Write answers on transparency.*

Choosing a solution is the fourth step in solving a problem.

7. Now that you have evaluated each solution, which solution do you think they should choose? Why?

In-Class Activity (20 minutes)

In groups of four, use the *Choosing a Solution* grid to list solutions to the given problem and then evaluate each solution. Finally choose a solution. After 10 minutes, we will regroup and discuss each group's choice.

END

Closure (5 minutes)

In this lesson you practiced brainstorming solutions, evaluating them for consequences and choosing a solution.

8. Take a few minutes to think to yourself which of these steps you might already do fairly well and with which could you use the most practice.

Homework

Choosing a Solution

IN-CLASS ACTIVITY: Choosing a Solution

Unit III, Lesson 4

Directions: For the following problem situation, list five possible solutions and answer the four evaluation questions for each solution.

Problem: You've been invited to a party, but your best friend has not been invited and is expecting to hang out with you that night. You really want to get in with the group which is throwing the party, but you don't want to lose your friend.

Solution	Is it safe?	How will it make people feel?	Is it fair?	Will it work?
1.				
2.				
3.				
4.				
5.				

Using the grid to compare possible consequences, which do you think is the best solution and why?

HOMEWORK: Choosing a Solution

Unit III, Lesson 4

Name_____ **Date**_____

Directions: For the following problem situation list five possible solutions and answer the four evaluation questions for each solution.

Problem: You are sure a friend of yours is stealing from the school. Another student has been unjustly accused.

Solution	Is it safe?	How will it make people feel?	Is it fair?	Will it work?
1.				
2.				
3.				
4.				
5.				

Using the grid to compare possible consequences, which do you think is the best solution and why?

EXTENSIONS

Unit III, Lesson 4

1. Practice, Practice

Using the Choosing a Solution grid (duplicated from Overhead Transparency #9), brainstorm and evaluate solutions for the problem situations from the previous lesson's role plays (Unit III, Lesson 3).

2. Round Robin

One student presents a problem. The next student offers one solution to the problem. We'll continue around the circle, brainstorming solutions, until we can't think of any more. (Next try a round robin by brainstorming consequences to the various solutions.)

3. Transfer Training

Think of an interpersonal problem you've had recently. Brainstorm solutions and then evaluate the solutions using the Choosing a Solution grid (duplicated from Overhead Transparency #9). Which solution would you choose? Is this solution different than how you handled, or have been handling, the problem?

UNIT III: CREATING OPTIONS
Lesson 5: Applying a Solution

Concepts

- Breaking down a solution into skill steps is necessary to apply the solution.
- Predicting obstacles and timing a solution are critical planning considerations.
- Switching to an alternative solution when necessary is key to successful problem solving.

Objectives

STUDENTS WILL BE ABLE TO:

- break down a solution into skill steps.
- time execution of steps to a solution.
- predict obstacles to the solution.
- evaluate whether a given solution is working.
- change to an alternative solution when one solution isn't working.

Key Definition

obstacle - something that stands in the way or obstructs progress

Preparation

- overhead projector
- How To Solve Problems (from Lesson #3)
- Overhead Transparency #10
- Role Play Cards (one per each group of three students)
- Homework: Step-by-Step (one copy per student)

Notes

"Means-end" thinking, the ability to orient oneself to and conceptualize the step-by-step means for applying a solution, is a problem-solving skill of particular importance in adolescence. Allow students to choose and frame the steps for a solution. If poor steps are chosen, guide the students in evaluating them. Encourage students to identify and circumvent obstacles and to factor in time when executing solutions. For instance, the student who recognizes that it may take several weeks to establish an active friendship is a more realistic planner than one who simply asks "Will you be my friend?" This lesson also introduces the last problem-solving step: *switching to an alternative solution when one solution isn't working.* Encourage students to approach problem-solving like a puzzle—when one piece doesn't fit, try another. Failure of solutions should not be personalized.

Lesson Script (25 minutes)

Review: In the last lesson you practiced identifying a problem, brainstorming solutions, evaluating solutions by predicting consequences and choosing a solution.

In today's lesson you will learn and practice **breaking down a solution into skill steps** and changing to an alternative solution if the solution you originally chose isn't working.

Refer to handout "How To Solve Problems."

Let's break down the following solution into skill steps:

RANDY has hung out with the same friends since third grade. Lately his friends have been taking risks, some of which are illegal, such as shoplifting and drinking. Randy has tried to talk them out of it, but they haven't paid much attention. He feels very different from them now. Randy's solution is to make some new friends.

Overhead Transparency #10

1. What are some steps Randy could take to make new friends?
2. Which step should he do first? second? third? etc.

Timing, that is, when to do each step and how long each step might take to get results, is an important consideration in solving problems.

3. When should Randy do each step?
4. How long should Randy give to each step?
5. What are some obstacles which might make it difficult for Randy to make friends? (Cliques, reputation of his old group of friends, shyness, school schedule.)
6. How could Randy get around these obstacles?

Remember, there is no one set of steps which will work for everybody. It is important to design steps which feel comfortable to you and fit your style.

When applying a solution, it is also important to stop and ask yourself: **Is the solution working?** *Point to Problem-Solving Step #5 on "How To Solve Problems."*

7. How will Randy know if his solution is working?
8. What if Randy's solution doesn't work, what could he do? (Switch to an alternative solution or take different steps.)
9. Have you ever tried a solution or plan which didn't work and you had to switch to an alternative solution?

Model Role Play

Today, you will practice breaking a solution into steps.

First, I will model **"making conversation"** to solve my problem of helping a new student feel welcome.

Use the following skill steps to help a new student feel comfortable; display steps on overhead:

- introduce yourself
- decide on something to talk about
- ask questions
- show that you are a good listener
- change topics if you need to
- end conversation politely

Ask: How did I evaluate if my solution was working? (Decided if student felt comfortable, was involved in conversation.) What could I have done if (or did do when) my solution wasn't working?

lesson continues on next page ...

Student Role Plays (20 minutes)

Now you will break into groups of three. Your task is to come up with steps for **"making an apology,"** a solution often used in solving problems. Write the steps down on your role play card. Two of you will role-play the situation while the third person acts as a coach, guiding you through the steps. Then switch roles so everyone has a chance to try the steps. Afterwards, a few pairs will role-play in front of the class, so you can see different ways of dealing with the same solution.

Pass out Role Play Cards.

After the role play session ask: How did they do? What steps did they use? Did the steps work? How could you tell? What could they have done if their solution had not worked?

Closure (5 minutes)

In today's lesson you practiced breaking a solution into steps, performing the solution and evaluating whether the solution was working.

10. Why is it important to generate your own steps to a solution, such as making an apology?

Homework

Step-by-Step

ROLE PLAY CARD

Unit III, Lesson 5

Directions: Break down the solution to the following problem situation into at least four skill steps. Then role-play using the steps, with one person acting as a coach during the role play. Continue to switch roles until everyone has had an opportunity to use the steps.

Problem Situation: You have decided to apologize to a neighbor for breaking her/his window.

Steps for Apologizing:

Step 1

Step 2

Step 3

Step 4

What would you do if the neighbor did not accept your apology?

HOMEWORK: Step-By-Step

Unit III, Lesson 5

Name_____ **Date**_____

Directions: Break down the solution to the following problem situation into at least four skill steps. For each step, write down when you would do it, name an obstacle and state how the obstacle might be overcome.

Problem Situation: You want to go to a concert, but you have to persuade one of your parents to give you permission.

Steps for Persuading a Parent

Step	Timing	Obstacle	How Overcome
1.			
2.			
3.			
4.			

Social Skill Steps

Make up skill steps for doing the following:

- interrupting a conversation politely
- dealing with distractions
- giving a compliment
- receiving a compliment
- dealing with fear of performing
- handling criticism
- dealing with gossip

Are the steps you listed for each social skill the same or different than the steps you usually use in real life situations? Will you try the new steps in a real life situation in the future? Why or why not? Are your steps different from other students' steps? Why is it important to come up with your own steps for a social skill?

You may want to schedule class time for the students to role-play their behavioral steps for each social skill.

UNIT IV: APPLYING SKILLS
Lesson 1: Making a Complaint

Concepts

- Making a complaint requires the use of assertive behavior.
- Effectively responding to a complaint involves thinking about what the person said and making a nonviolent response.

Objectives

STUDENTS WILL BE ABLE TO:

- demonstrate deep breathing, counting backwards and positive imagery as techniques for reducing anger.
- verbalize self-statements that can increase their success in pressure situations.
- make a complaint using assertive skills: standing tall, looking the person in the eyes and using a friendly, straightforward voice.
- generate alternative ways for effectively responding to a complaint.

Key Definitions

assertive behavior - standing tall, looking the person in the eyes and using a calm, straightforward voice

Preparation

- overhead projector
- Overhead Transparency #11
- Homework: Making a Complaint (one copy per student)
- Take-Home Letter: *Second Step*, Unit IV (one copy per student)
- *Check It Out!* video
- TV monitor and VCR (cue tape to first vignette)

Notes

This lesson provides practice in the use of the anger management steps, as well as practice in the use of "I" messages and assertive behavior. It is similar to the steps used for identifying a problem, except that in making a complaint you directly make a request of another person. People who feel unable to address grievances with others may repress their anger or misdirect it into gossip. Complaints are easier to unload on those not involved. Emphasize that one can talk about a problem in a friendly but straightforward way and that this attitude will get the best results.

Lesson Script (20 minutes)

Review: In the last lesson you practiced breaking a solution into skill steps. *Briefly review homework.*

Today you will practice **making a complaint.**

1. What does it mean to make a complaint? (To tell someone you are unhappy or dissatisfied about something involving that person.)

Let's figure out how best to make a complaint in the following problem situation:

CHANG doesn't get along with RAY. Ray likes to insult people for laughs. Today he made fun of Chang's haircut in front of Chang's girlfriend. Chang walked away. Now he sees Ray coming down the hall. Chang feels his face get hot and his body tense.

2. How is Chang feeling? (Angry, humiliated, embarrassed.)
3. What can Chang do to calm down? *Refer to "What To Do When You Are Angry."*
4. What is the problem? (Ray made fun of Chang's hair in front of his girlfriend. Chang feels angry and embarrassed.)
5. What can Chang do about the problem? (Complain to others about Ray, tell Ray how he feels; start a fight; insult Ray.)
6. What might happen if...? (Evaluate above solutions for consequences.)

Complaints are hard to make. Often people build up their anger until they suddenly make their complaint in an aggressive way, or they explode at someone else. Sometimes complaints are unloaded by gossiping about the other person. It is best to directly make complaints to those involved, using **assertive behavior.** Chang decides to make a complaint to Ray.

7. When should Chang talk to Ray? (When he is calmed down and they have time to talk.)
8. What should Chang say and how should he say it? (Discuss delivering "I" messages with assertive, not aggressive, behavior.)

Role-play Chang talking to Ray, first in an aggressive manner and then again in an assertive manner. Contrast the two role plays.

Overhead Transparency #11

9. Let's write down the steps for making a complaint. (Suggested steps: calm down; decide on a time; stand tall and look the person in the eyes; use an "I" message with a calm, straightforward voice; make a request.)
10. How is making a complaint similar and dissimilar to the steps used for identifying a problem?
11. How might Ray best respond to Chang's complaint? (Think about what Chang said; offer an apology; explain his intentions.)

Model Role Play

Show the "Making a Complaint" vignette on Check It Out! Second Step 6-8 Skill Demonstration Video.

You may also wish to model Chang using the steps generated by the class, especially if they differ from those displayed in the video.

Student Role Plays (20 minutes)

We are going to role-play some situations in which one person feels angry and uses the steps we've discussed to calm down and make a complaint. Remember to switch roles so everyone has an opportunity to practice the steps.

Pass out Role Play Cards.

After student pairs role-play in front of the class ask: How did they do? Did they follow the steps for making a complaint?

END

Closure (5 minutes)

In today's lesson you generated steps for effectively making a complaint and then practiced this skill.

12. Why is it often difficult to make a complaint?

Homework

Making a Complaint

Pass out Take-Home Letter: Second Step, Unit IV.

ROLE PLAY CARDS

Unit IV, Lesson 1

• A friend grabs a photograph away as you are showing it to another friend.

• A sister/brother rummages through your drawers, borrowing things without asking.

• A classmate keeps stepping on the heels of your shoes.

• A teacher seems to grade your papers harder than s/he does those of other students.

• A friend borrows things and never returns them.

• A friend has been giving you the cold shoulder.

• A friend keeps acting like all of your ideas are hers/his.

• A friend won't ever take responsibility for problem situations which are the fault of both of you.

• A classmate interrupts you whenever you talk.

• A friend wants to be the leader in practically every situation.

• A friend tells an embarrassing story about you at a party.

HOMEWORK: Making a Complaint

Unit IV, Lesson 1

Name_____ **Date**_____

Directions: Make a complaint for the following situations. Write down when you would make it and what you would say, using an "I" message and an assertive request.

1. Someone who you don't care for very much calls you every night and takes up all your time at school.

   time/place:_____

   "I" message:_____

   request:_____

2. You think a teacher is grading your papers harder than those of other students.

   time/place:_____

   "I" message:_____

   request:_____

3. You think the coach pushes you harder than other team members.

   time/place:_____

   "I" message:_____

   request:_____

4. A friend is nice to you in some situations but acts cold to you when s/he is with others.

   time/place:_____

   "I" message:_____

   request:_____

5. An old friend has been pressuring you to shoplift with her/him lately, even though you keep refusing.

   time/place:_____

   "I" message:_____

   request:_____

6. You think a friend spends a lot of time at your house in order to use your possessions.

time/place:_____

"I" message:_____

request:_____

7. You think your parents require you to do more housework than your sister/brother.

time/place:_____

"I" message:_____

request:_____

8. A shopkeeper waits on an adult before you, even though you were next in line.

time/place:_____

"I" message:_____

request:_____

EXTENSIONS

Unit IV, Lesson 1

Assertiveness Skills

As with many social skills, making a complaint requires assertiveness. Assertiveness can be broken down into specific behaviors.

What behaviors make up *assertiveness*? (Erect posture, eye contact, respect for personal space, firm voice, clear messages, etc.)

It is important to know what assertiveness is not, as well as what it is.

What behaviors make up *aggressiveness*? (Angry body language, loud voice, invasion of personal space, threatening messages, etc.)

What behaviors make up *passiveness*? (Slumped body posture, head down with lack of eye contact, weak voice, message indicates acceptance of victimization, etc.)

Line up in three equal lines. One line will represent assertive behavior, one aggressive behavior and one passive behavior. The person at the head of each line will respond to the situations I will give you with the behavior type of their line. Remember to use your posture, facial expression, tone of voice and message. After each situation, the students who performed will go to the end of the line. We will continue until all students have had a chance to display each of three types of behavior. This means the lines will have to change their assigned behavior types after each student has performed.

Situations (read to students):

- A student hits you up for lunch money.
- Someone cuts in line ahead of you.
- A store clerk waits on someone else, even though you were there first.
- A classmate spills India ink on your new clothes.
- A classmate keeps interrupting you.
- A friend decides what you will do on Friday night without asking your opinion.
- Someone calls you a name.
- A friend borrows your favorite jacket and doesn't return it.
- A friend grabs a magazine you were reading out loud to her/him.
- You ask a friend to do something during the weekend, and s/he wants to wait and see what other invitations come up before s/he decides.

UNIT IV: APPLYING SKILLS
Lesson 2: Dealing with Peer Pressure

Concept

- Giving and accepting an assertive refusal is an important personal safety skill.

Objectives

STUDENTS WILL BE ABLE TO:

- generate safe responses to potentially dangerous situations.
- resist pressure from peers in order to avoid trouble.
- use a problem-solving strategy.

Key Definition

peer pressure - pressure from a person or group of persons your age to conform to their code or standards of appearance and behavior

Preparation

- overhead projector
- Overhead Transparency #12
- Role Play Cards (copied and cut)
- *Check It Out!* video
- TV monitor and VCR (cue tape to second vignette)

Notes

Some solutions to problem situations may be blends of several solutions. This is particularly true for dealing with peer pressure, which can involve skills in identifying consequences, suggesting alternative activities and making assertive refusals. Acknowledge that it is often difficult to say "no" to people we know and like. This is true for both youth and adults. Students need to learn that it is okay to say "no" and that when someone says "no" to them, they don't have to be angry or hurt. Accepting an assertive refusal is also a skill.

Lesson Script

(25 minutes)

Review: In the last lesson you practiced making a complaint. *Briefly review homework.*

In today's lesson you will use the problem-solving steps with a situation involving **peer pressure** and then break the solution down into steps.

1. What is peer pressure? (Pressure or hassling from a person or group of persons your age to conform to their code or standards of appearance and behavior.)
2. What are some examples of peer pressure? *Note: students will give specific stories; summarize their offerings as to "types" of pressure: teasing, exclusion, direct demands, pleading, threats.*

The following story illustrates a common peer pressure situation:

JULIE and her friends AMELIA and TANYA go shopping one Saturday. Amelia and Tanya decide to steal some make-up from a department store. Amelia tells Julie to distract the salesperson while they put the make-up in their purses. If Julie won't help, Amelia says, it will be her fault if they get caught. Julie does not want to be involved with shoplifting.

3. What is the problem? (Amelia and Tanya want Julie to help them shoplift. Julie feels confused and angry. She needs to be true to her values. Amelia and Tanya feel angry Julie won't go along with them. They need Julie to show her allegiance.)
4. What are some solutions to Julie's problem? (Persuade them not to steal, go along, walk away, say "no," tell on them, start a fight.)
5. Evaluate the solutions accordingly for consequences.

Julie decides to deal with the peer pressure by trying to convince them not to steal.

6. What can Julie say to persuade her friends? (Tell them it's against the law, what the consequences might be, suggest alternative things to do.)

Overhead Transparency #12

7. Let's write these down in steps—what Julie should do first, second, etc. (Suggested steps: clarify what you are being asked to do; name the consequences; suggest an alternative plan or activity.)
8. What obstacles might Julie encounter and how could she get around them? (They may play down the risks involved or not listen to her. She could make eye contact and repeat what she said.)
9. What should Julie do if her solution doesn't work? (Add as a last step: State your decision and act on it.)

Peer pressure is often a part of violent situations.

10. How does peer pressure encourage violence and how can it be used to discourage it?

Model Role Play

Show the "Dealing With Peer Pressure" vignette on Check It Out! Second Step 6-8 Skill Demonstration Video.

You may also wish to model Julie using the steps generated by the class, especially if they differ from those displayed in the video.

Student Role Plays

(20 minutes)

Now you will role-play some problem situations in which one of you will practice resisting pressure from the other by following the steps we have listed. Afterwards, you should switch roles so that everyone gets a chance to practice the steps.

After student pairs role-play in front of the class ask: How did they do? Did they follow the steps for dealing with peer pressure?

Closure (5 minutes)

In today's lesson you generated steps for dealing with peer pressure through persuasion.

11. What did you learn today which you feel most likely you'll use in the future?

Homework

Think of a time you were pressured by friends to do something you didn't want to do or knew you shouldn't do. Using the steps on the overhead, write a dialogue for dealing with their pressure.

ROLE PLAY CARDS

Unit IV, Lesson 2

- A friend wants you to spray–paint a rival's garage door.

- A friend wants you to steal a bike for a joyride.

- A friend wants you to change your hairstyle, but you don't want to.

- A friend wants you to ride with her/him in a car, but s/he doesn't have a license.

- A friend wants you to help her/him gang up on another kid.

- A friend wants you to help her/him cheat on a test.

- A friend wants you to hitchhike.

- A friend wants you to skip school.

- A friend wants you to help her/him start a food riot at lunch.

- A friend wants you to drink a six–pack of beer.

- A friend wants you to do drugs.

EXTENSIONS

Unit IV, Lesson 2

1. Forms of Peer Pressure

Make a list of five forms of peer pressure you have experienced. We will have voluntary sharing and discussion of the lists in class (or in small groups).

2. Collage

Make a collage of advertisements which encourage peer pressure for your age group. An example might be an ad that focuses on what's "in" and what's "not." In class, discuss the way the media influences the way we see ourselves and others.

3. "Choices"

Show "Choices," a 50-minute film (video) about a young girl's life on the streets, produced by Committee for Children. Conduct a discussion as outlined in the Teacher's Guide which accompanies the video. In addition, ask the following:

- How do the other young people in the film influence Laurie?
- How and why do they apply pressure?
- What risks does Laurie take in initially going along with them?
- How does Laurie respond—passively, aggressively, assertively?
- What is violent about the lifestyle portrayed in the film?
- How does this violence affect the street youth?

UNIT IV: APPLYING SKILLS
Lesson 3: Resisting Gang Pressure

Concept

- A gang is a group of people, generally youth, whose purpose is to provide protection to its members and to engage in unlawful activity.

Objectives

STUDENTS WILL BE ABLE TO:

- list several reasons why people might join a gang.
- identify consequences of involvement in gang activity.
- identify ways to resist enlistment into a gang.
- provide alternative ways to meet their own needs.

Key Definition

gang - a group of people, generally youth, whose purpose is to provide protection to its members and to engage in unlawful activity

Preparation

- overhead projector
- Overhead Transparency #13
- Role Play Cards (copied and cut)
- *Check It Out!* video
- TV monitor and VCR (cue tape to third vignette)

Notes

This lesson provides practice in applying the problem-solving strategy, as well as in assertively dealing with pressure from an organized group. Rather than have the students generate skill steps, the steps have been supplied due to the serious nature of the problem. The supplied steps have been reviewed and endorsed by law enforcement professionals and experts in gang prevention. Violent and antisocial gang behavior usually indicates psychological and emotional problems and/or difficulty in becoming culturally assimilated. Youth join gangs to gain a sense of belonging, to be admired by peers and to gain a sense of control over their lives. The best prevention measures are to help students look at the long-term, negative consequences of gang activity and how they might meet their own social and economic needs in legal and more positive ways. Gang members or potential members also need strengthened social skills which help increase self-esteem. As with bullying, teachers and school administrators need to take an active stance against gang activity in the school environment.

Lesson Script (25 minutes)

Review: *Restate the theme of the previous lesson.*

In today's lesson you will use the problem-solving steps with a situation involving **peer pressure related to gangs.**

1. What is a gang? (A group of people, generally youth, whose purpose is to provide protection to its members and to engage in unlawful activity.)
2. How can you tell someone is in a gang? (Distinctive hairstyle, colors and dress; activities; language, etc.)
3. Why do youth join gangs—what needs do gangs fulfill? *List on overhead:* (friendship, sense of belonging, identity, something to do, power, excitement, money, protection, or the feeling they have no choice.)
4. Why do youth often fear gangs and how much is this a factor in joining a gang?
5. How are gangs similar to and different from other groups or clubs, such as the Scouts? (Similar: offer friendship, give sense of belonging, provide activity. Different: offer protection, instigate and support violence, and encourage illegal activity.)

Everyone needs to be involved with other people. **Groups** fulfill many basic human needs. **Gangs**, however, have serious consequences unlike other organized groups or clubs.

6. What are the short- and long-term consequences of being involved in a gang? (Go to jail; become wounded or killed; hurt others; probably make little money; cause family problems; drop out of school; close off other opportunities, especially as the member gets older.)

Gang members often end up in jail or are severely injured or killed. Few gang members ever become financially well-off as a result of gang activity.

7. How do these consequences compare to the needs which gangs meet? (Negative consequences outweigh any gains.)
8. How can youth meet these needs in ways which don't have serious, negative consequences? (Join a club, get adult help, find other ways to earn money.)

It can be difficult to avoid gangs. However, you do have a **choice** about whether or not to be involved in gangs. Let's problem-solve for dealing with gang-related peer pressure:

TITUS recently moved from another city. The only guys he has met so far belong to a gang in his neighborhood. They wear their clothes and hair a certain way and have a lot of rules on how their members should act. RUSSELL, the gang leader, has been trying to get Titus to join them. Titus doesn't like the pressure, but now Russell says he either has to join or become their enemy.

9. As a new kid in the area, what are Titus's needs? (Friendship, acceptance, activity.)
10. What qualities do you look for in a friend? (Cares about your welfare, doesn't talk behind your back, stands by you, doesn't pressure you, does things with you.)
11. Does Russell have the qualities needed in a friend? Explain. (While Russell might meet some of Titus's needs, he does *not care* about Titus's needs or welfare; he is more interested in his and the gang's needs.)

Due to the serious nature of gang pressure, skill steps have been supplied for you. These suggested steps have been endorsed by professionals in law enforcement and gang prevention.

Overhead Transparency #13

Resisting pressure from gangs is similar to resisting other forms of peer pressure, but there are some important differences. When dealing with gang pressure, try to think and speak in a place in which you feel protected and in control. It is better not to offer a lot of explanation for your decision; reasons only give those applying the pressure more to argue with you about. The steps are more to convince you than they are to convince them.

Model Role Play

Show the "Resisting Gang Pressure" vignette on Check It Out! Second Step 6-8 Skill Demonstration Video.

Student Role Plays (20 minutes)

Now, in groups of three, you will role-play some problem situations in which you will practice resisting gang pressure by following the steps listed. Afterwards, you should switch roles, so that everyone gets a chance to practice the steps.

After student trios role-play in front of the class ask: How did they do? Did they follow the steps for resisting pressure from gangs?

Closure (5 minutes)

In today's lesson you practiced steps for resisting gang pressure.

12. What are the main differences in resisting gang pressure as compared to dealing with peer pressure?

Homework

Write a plan for how a school might deal with gang activity. Invite the principal to discuss the plan.

ROLE PLAY CARDS

Unit IV, Lesson 3

- Some neighborhood kids pressure you to wear gang colors.

- Some kids give you a new gang name and want you to respond to it.

- Some kids threaten to beat you up if you don't join up.

- A friend says s/he knows where you can get drugs and says you're a chicken if you don't come.

- A gang promises to protect you from some kids who have been bullying you.

- Your best friend says s/he wants to join a gang and wants you to join also.

- Some neighborhood friends want you to help them spray graffiti all over the neighborhood to mark their territory.

- Some friends want to start a club, but you're suspicious of its purpose.

- Some friends want to start using special words and signs so others won't know what they're saying.

- Some friends invite you to join a neighborhood club, but you have to steal something in order to join.

EXTENSIONS

Unit IV, Lesson 3

1. Invite a Speaker

If you live in an urban area, chances are the local police department will have a specialist who deals with gang prevention. Some cities have prevention specialists employed by the school district. Find out about the resources in your area, and ask a representative to talk to your class about gang activities and prevention efforts.

2. Alternatives

In a small group, make a list of groups a young person could belong to, such as:

- Scouts
- Camp Fire
- Girls' or Boys' club
- school or youth league sports teams
- church groups
- school clubs

Next write down the positive aspects each group might offer. If you have belonged to these or similar groups, please share your experiences within your discussion group.

3. Jobs

In a small group, make a list of ways to earn money legally. If you have had a job or an enterprise, share your experiences within your group. Each group should then decide on what youth job they would like to find out more about, and then contact a representative to talk to the class about it.

4. Spare Time

In a small group, brainstorm positive things you like to do or would like to do with your spare time. Who deals with their spare time similarly? What new idea from the group would you like to try?

5. Research

Research the history of gang activity in the United States and write a short (2-page) paper about it. What role have gangs played historically? How have gangs been similar and how have they been different over time?

UNIT IV: APPLYING SKILLS
Lesson 4: Dealing with Bullying

Concepts

- Bullies are people who consistently harass others; they are usually victims as well as victimizers.
- Effectively dealing with putdowns and other bullying behavior involves ignoring the bully, telling her/him how you feel and/or getting adult help.

Objectives

STUDENTS WILL BE ABLE TO:

- display coping skills for dealing with bullying behavior.
- provide reasons why some people bully others.

Key Definitions

bully - someone who victimizes others through physical or psychological means

putdowns - words meant to inflict psychological harm on another person

Preparation

- overhead projector
- Overhead Transparency #14
- Role Play Cards (copied and cut)
- *Check It Out!* video
- TV monitor and VCR (cue tape to fourth vignette)

Notes

Bullying can be an acute problem upon entrance to middle school or junior high. Bullies are of either gender. While boy bullies are much more likely to use physical violence, girl bullies tend to be more subtle by using psychological violence to shun or otherwise ostracize their victims. There is no one solution to bullying that works well in every situation. Encourage students to try strategies of negotiating, ignoring, assertively talking back in a nonprovocative manner and seeking support through peers or adults. Emphasize switching to an alternative solution when one solution isn't working. As a teacher, take a clear stand on bullying behavior and make yourself available as a resource.

Lesson Script (25 minutes)

Review: In the last lesson you practiced steps for resisting gang pressure.

In today's lesson you will use the problem-solving steps to deal with **bullying.**

1. What are examples of bullying behavior? *Write on overhead:* (namecalling, putdowns, threats, taunts, physical assaults, shunning or ostracizing, spreading rumors/slander.)

Bullying can hurt others mentally as well as physically by causing excessive anger, fear, worry and depression. Let's solve a typical problem involving a bully:

WILL is a new student at a big junior high school. A group of older boys led by JEFF like to make jokes about the way Will talks. One morning Jeff and his friends follow Will down the hall, mimicking his voice.

2. How might Will be feeling? (Angry, furious, hurt, humiliated.)
3. What might be Will's impulse? (To run and hide, to strike back and physically hurt his victimizers.)
4. What might be the consequences of fighting back? (People would get hurt; he might get suspended or disciplined; it might or might not stop the bullying.)
5. What might be the consequences if Will does nothing and accepts his role as a victim? (Bullying will probably continue, and they may become more physical about their bullying.)
6. What else could Will do about the problem? (Ignore them, walk away, reason with them, tell them how he feels, tell them to stop, get help, get a group of friends to protect him or challenge the bullies.)
7. Evaluate the solutions for consequences.

There is not one solution that works best in every situation involving bullies. You often need to keep trying solutions until the bullying stops.

Overhead Transparency #14

8. What steps do you think Will should take, and in what order should he do them? (Suggested steps: stay calm, ignore them, tell them to stop, leave and get help.)
9. Why do you think Jeff bullies Will? (Jeff might be bullied by other people; it might be the only way he knows to have power.)

Model Role Play

Show the "Dealing With Bullying" vignette in Check It Out! Second Step 6-8 Skill Demonstration Video.

You may also wish to model Will using the steps generated by the class, especially if they differ from those displayed in the video.

Student Role Plays (20 minutes)

Now we will role-play some situations in which you will deal with being bullied. Pair up with another student. Remember to switch roles so everyone has an opportunity to practice the steps.

Pass out Role Play Cards.

After student pairs role-play in front of the class, ask: How did they do? Did they follow the steps for dealing with bullying?

END Closure (5 minutes)

In today's lesson you generated steps for dealing with bullying and then practiced the skill.

10. Did the skill steps feel comfortable? Explain.

Homework

Write a set of skill steps that a person could follow if s/he is tempted to bully someone else.

ROLE PLAY CARDS

Unit IV, Lesson 4

- A student wants you to pay her/him money for protection.

- A student makes a joke about you as you pass by.

- Someone calls you a name.

- Someone makes fun of what you do.

- Someone tells you to move out of the way.

- A student tells you to give your homework to her/him.

- Someone tells you to let her/him "borrow" your new jacket.

- A student gossips about you so that you can hear it.

- A student tells you to move to another table at lunch because s/he and her/his friends want to eat lunch there.

- A neighborhood bully yells insults at you every day when you walk home.

- An older student crowds in line ahead of you.

- A student won't let you pass in the hall.

EXTENSIONS

Unit IV, Lesson 4

1. "Facing Up"

Show "Facing Up," a 20-minute video about bullying, produced by the Committee for Children. Lead a discussion as outlined in the Teacher's Guide which accompanies the video.

2. Putdowns

Write "I am a great person" on a piece of paper and pin it to your shirt/blouse or keep it in your pocket or purse. Whenever anyone puts you down or says something which makes you feel bad, tear a little piece of the paper off. Discuss how this made you feel the following day. Immediately follow this exercise with the following:

3. Affirmations

Make a list of common putdowns you hear people say. Next to each putdown, write an affirmation, a positive statement which is the opposite of the putdown. For example, next to "You're such a klutz" write the opposite, "I am a very coordinated person." When confronted with putdowns, say or think affirmations to yourself.

UNIT IV: APPLYING SKILLS
Lesson 5: Diffusing a Fight

Concepts

- Physical fighting is a poor way to deal with problems.
- There are peaceful alternatives to violence.

Objectives

STUDENTS WILL BE ABLE TO:

- generate alternatives to physical fighting.
- demonstrate peaceful avoidance of a fight.

Key Definitions

diffuse - to break up or release pressure

saving face - not being chicken, defending one's honor

Preparation

- overhead projector
- Overhead Transparency #15
- Role Play Cards (copied and cut)
- *Check It Out!* video
- TV monitor and VCR (cue tape to fifth vignette)

Notes

This lesson provides practice in diffusing potentially violent situations. For some students, violence has been their only model for dealing with problems. Boys, especially, are often taught that to walk away from a fight is to be "chicken," making the desire to "save face" the driving force behind most violent interactions for both the aggressor and the victim. Emphasize that apologizing, using humor or otherwise avoiding a fight is a sign of strength, not weakness.

Lesson Script (25 minutes)

Review: In the previous lesson, you practiced steps for dealing with bullying. *Briefly review homework.*

Today you will use the anger management steps and problem-solving strategy in order to **diffuse or avoid a fight.**

1. We have discussed the two most common responses to angry situations. What are they? (Flight or fight.)
2. Let's review the positive and negative consequences to fleeing or fighting. (Fleeing: avoidance of violence, health problems, esteem problems, unresolved problem, bottled up anger. Fighting: saving face, damage to feelings, person and property; trouble with school or law; lost opportunities; etc.)

"Saving face" is probably the main concern of both the person who is challenged to fight as well as the aggressor (challenger). There are alternative solutions to angry situations that save face but don't involve running away or fighting. Let's use some alternative solutions for the following situation:

RAYMOND and OZZIE are very competitive with each other in sports. However, Raymond usually gets chosen by the football coach or his teammates to play the position they both want. Today, Ozzie is so angry and frustrated he waits for Raymond after practice and challenges him to fight. "I know I'm a better player than you. You're just better at kissing up. Come on, let's see who's tougher!" Raymond feels himself getting angry.

3. What can Raymond do to calm down in order to deal with the problem?
4. What are some ways Raymond could deal with this situation which would not involve running away or fighting? (Write on overhead.)
5. *Explore the student examples and bring up alternatives which may not have been offered, such as:*
   - **set the record straight:** "I'm not trying to take anything away from you."
   - **agree on a point:** "You really are a good player."
   - **show understanding:** "I can understand why you're upset." "It doesn't seem very fair, does it?"
   - **help to solve the problem:** "It would be better for you to talk to the coach; he makes the decisions." "I'd like to work as a team; what can we do to solve the problem?"
   - **use humor:** "Tough? Hey man, I didn't eat my Wheaties this morning. So, you'd probably win. Let's go get something to eat and talk about it."
   - **suggest an alternative:** "We're both pretty tough; how about arm wrestling?"
6. Evaluate the solutions for consequences.

What you do not only depends on what solution receives the best evaluation but also on what solution is most comfortable for your personality. Some people use humor effectively; for others the best solution may be to show genuine understanding. You may need to use a **combination of solutions** as skill steps.

7. What solution would work best for you?

Overhead Transparency #15

Let's write down a combination of these solutions as skill steps to use in your role plays. It's important to try them out to see which best fit your style.

Model Role Play

Show the "Diffusing a Fight" vignette in Check It Out! Second Step 6-8 Skill Demonstration Video.

You may also wish to model Raymond using the steps generated by the class, especially if they differ from those displayed in the video.

Student Role Plays (20 minutes)

We are going to role-play some situations in which one person feels angry and tries to start a fight. The other person should use **three or more** of the alternatives we discussed to avoid the fight.

Remember to switch roles.

After student pairs role-play in front of the class, ask: How did they do? Did the solutions work? What could they have done differently?

Closure (5 minutes)

In today's lesson you generated steps for diffusing a fight and then practiced the steps.

8. Which of the approaches role-played feels most comfortable to you?

Homework

Write about a physical or verbal fight you've had or witnessed. What caused the fight? At what point did things get out of hand? What could have been done to avoid the fight?

ROLE PLAY CARDS

Unit IV, Lesson 5

- A student accuses you of stealing some money.

- A student challenges you to a fight because you talk a lot to her/his boyfriend/girlfriend.

- A student wants to fight because you accidentally bumped into her/him.

- A student accuses you of spreading rumors about her/him.

- A student accuses you of trying to turn others against her/him.

- A student thinks you stole something of hers/his.

- A student from a rival school wants to fight because your school won a basketball game against her/his school.

- Someone crashes your party and wants to fight when you ask her/him to leave.

- Someone thinks you called her/him a name.

- An acquaintance takes a compliment from you as a putdown.

- Someone wants to fight you to prove herself/himself to his friends.